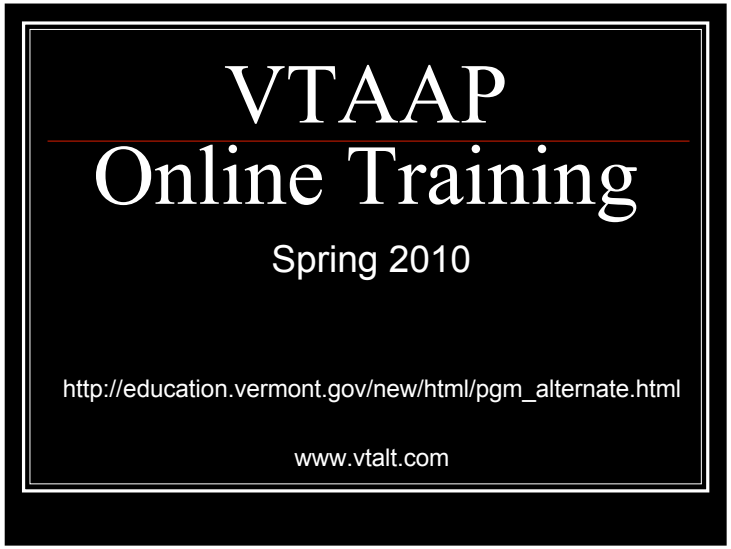
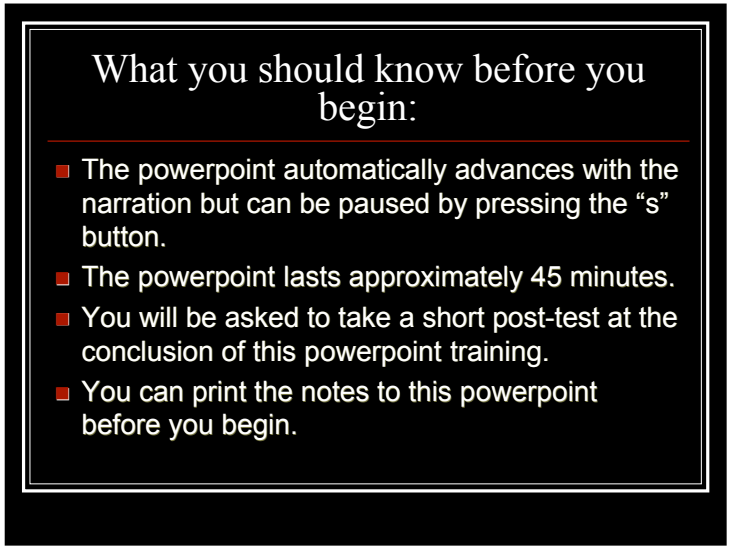


Welcome to the Vermont Alternate Assessment Portfolio Online Training for the Spring of 2010. This training is designed specifically to address the guidelines for submitting portfolios that will replace the Fall 2010 NECAP for reading, math, and/or science. This training does not cover any information for administering this assessment. If you are interested in that information, please visit our web page and click on the link to RESOURCES & SUPPORTING Documents. There you will find the Rollout Powerpoint training that was presented in the fall of 2009 along with the Administration Guidelines.

Before we get started, the alternate assessment team at the Vermont DOE would like to acknowledge the contribution of the VTAAP Scoring Committee and their contribution in making these guidelines work for the field. They graciously and generously volunteered their time and feedback to this process and we would like to take this moment to thank them and acknowledge the importance of their work on this assessment.



Before we begin the powerpoint training there are a few things you should know.

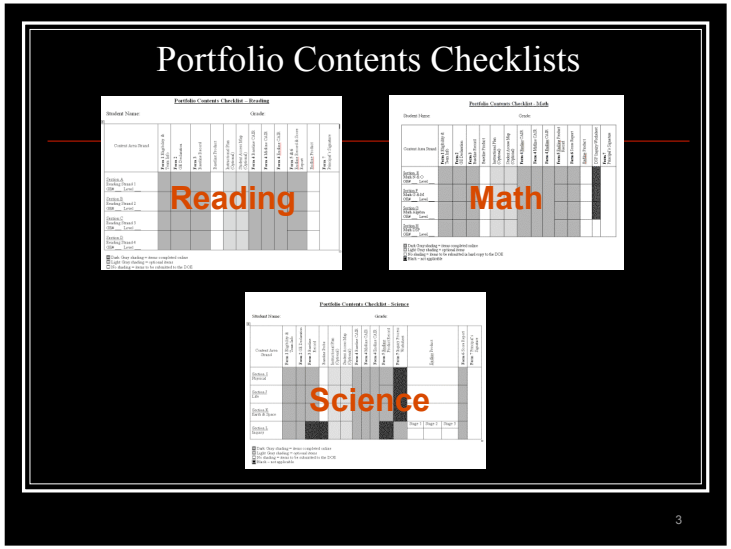
At any point, you can press the “s” button and the powerpoint will pause. Hitting the “s” button again will continue where you left off.

You may view this powerpoint in one sitting. It takes approximately minutes to view in its entirety. If you are not completing the science section of the assessment, you are not required to complete that part of the training which comes at the end of the powerpoint and lasts minutes.

At the conclusion of the training, you will be asked to participate in an online post test. This will ensure that you learned what you need to know to accurately score your student’s portfolio and will allow you to access Forms 5, 6, and 7 for your students.

In order for you to follow along and take notes, you may want to print out either the powerpoint itself and/or the accompanying notes. You may use these notes to take the post test.

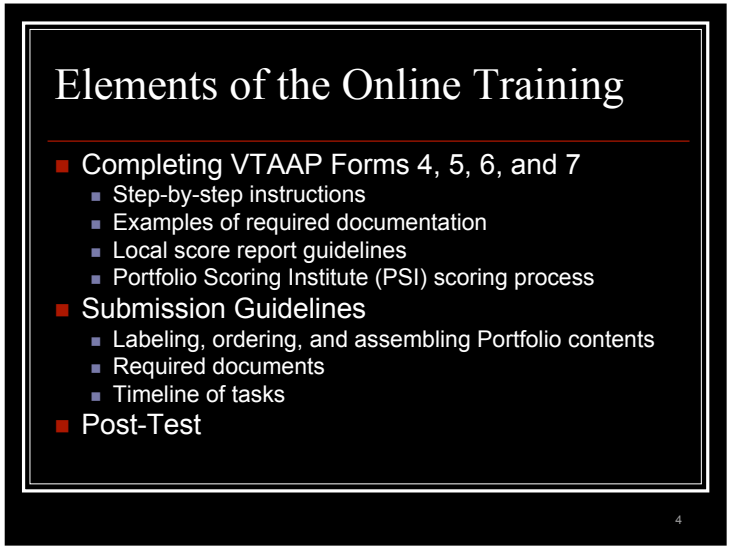
Let’s get started.



Just like the NECAP, the VTAAP also assesses the content areas of reading, math, and science. These checklists can be downloaded from the DOE alternate assessment website and are also linked from the vtalt.com site. They are provided to help you organize the portfolio for each individual content area. they follow a sequence of completion and provide an overview of the required and optional forms. You should mark each item as it is completed and insert the checklist at the beginning of each Content Area section in the Portfolio.

While most of you will be submitting the reading and math sections of the portfolio for your students, some of you will be submitting just reading or just math or just science. A few of you will be submitting all three content areas.

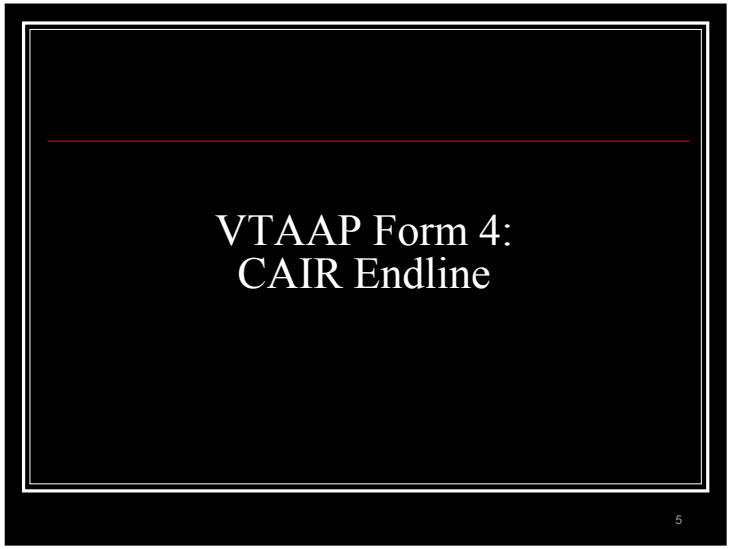
This training will cover all of the content areas although if you are not submitting the science assessment, you will not be require to listen to the last part of this presentation, which covers just science, in order to take the post test.



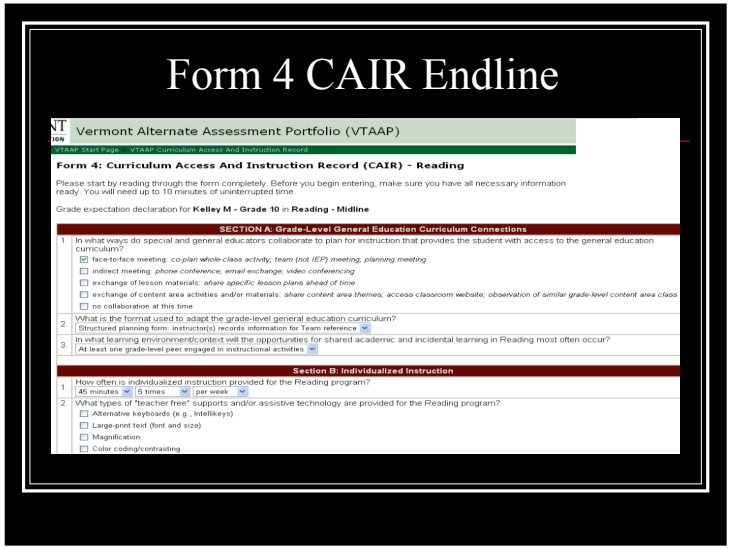
The agenda for this training will focus on the completion of Forms 4, 5, 6, and 7. Step by step instructions for completing these forms will be presented with the support of some examples of the required documentation. Guidelines for the local score report will be discussed. We will also briefly discuss how attention to each element in the portfolio will affect the process for scoring at the Portfolio Scoring Institute in June.

We will review the guidelines for submitting the portfolio which include labeling, ordering, and assembling the contents of the portfolio. Clarify which documents are required and which ones are recommended or supportive, and then review the timeline of tasks.

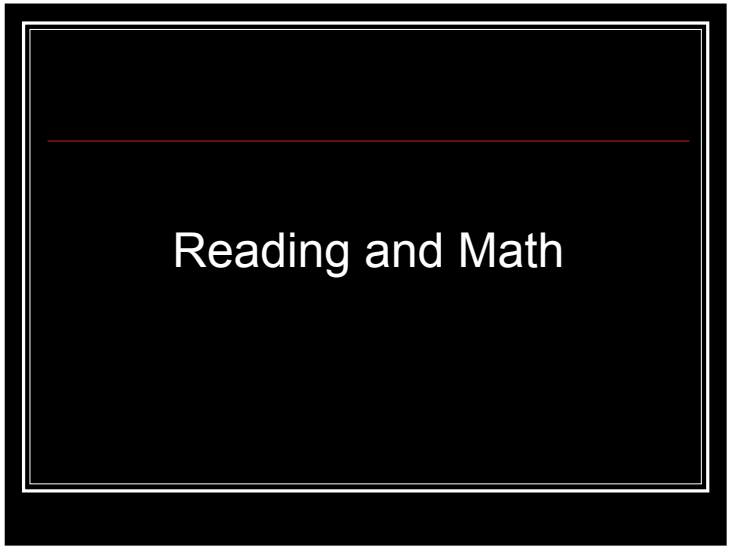
And finally, as I mentioned before, in order to qualify as a local scorer, participants must successfully complete a post test which consists of 8 multiple choice items.



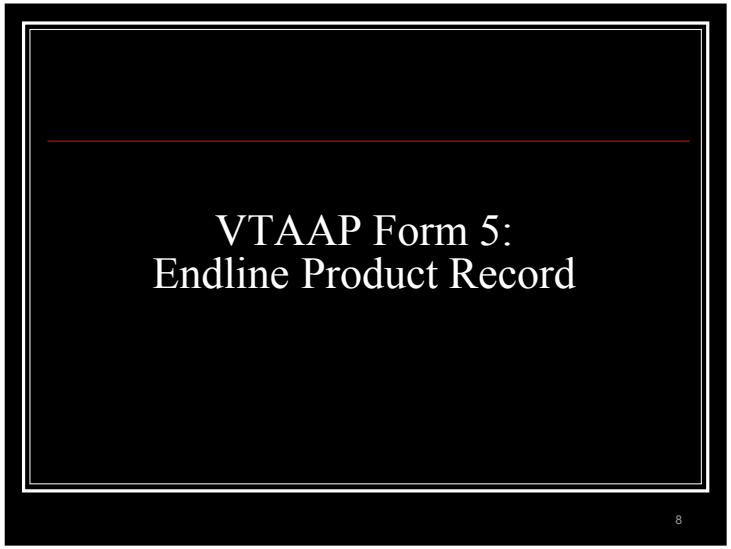
Let's begin with the Endline CAIR, VTAAP form 4.



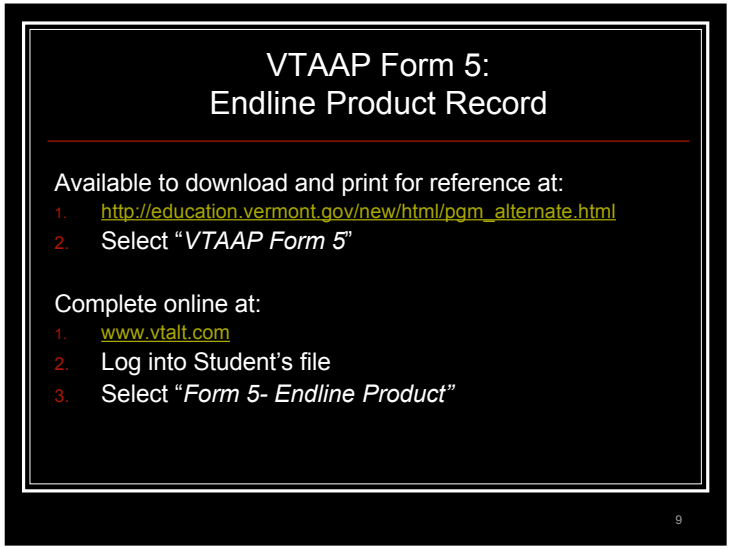
The CAIR form, also known as the Curriculum Access and Instruction Record, is completed online, one for each content area being assessed by the SET. Most teams have already submitted two forms (baseline and midline) while some have submitted only the midline CAIR form. Now is your opportunity to complete the final update on this form. I will discuss the criteria for this form in more detail when we get to the qualifying elements section of the training.



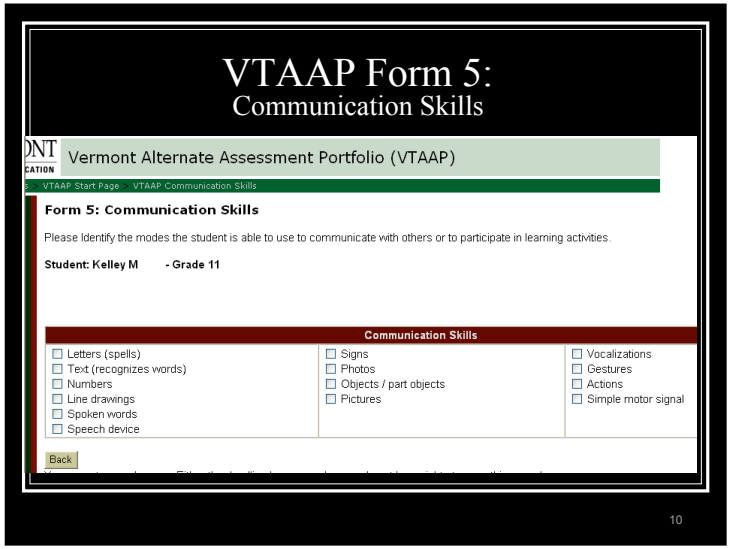
While there are may similarities in the VTAAP forms for the content areas of reading, math, and science, they vary enough that we will need to discuss science separately. Because most students are participating in reading and math, we will begin by focusing on those two content areas. Science will be discussed in detail after the instructions for the post test are presented.



Form 5 is called the Endline Product Record. This form is important because it highlights the essential information that must be included on the student Endline Product for scorers to be able to accurately interpret and evaluate student achievement. This is the information the scorers will be expecting to see in order to score each data sample.



This form is available to download and print at the DOE website listed here. It must, however, be completed online at the vtalt site. Please note that as a direct result of the feedback from the Portfolio Scoring Committee, this form has been revised from the original Form 5 presented in the fall and is much more explicit about what needs to be documented on the Endline Product.



When you begin with Form 5, you will find a section entitled “Communication Skills.” This section is completed only one time per student. Be sure to do this before continuing with Form 5.

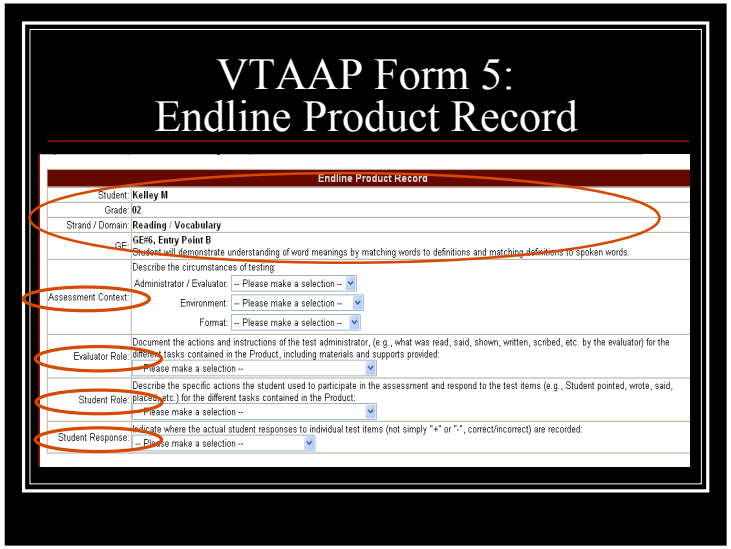
In this part of Form 5, you are being asked to identify the student’s forms of expressive communication. Given the list provided, check all of the descriptions that the student uses to communicate with others, regardless of quality or frequency.

Although there is not a 1:1 connection, there is a relationship between the expressive communication methods and the child’s level of symbolic development. In general, students who can use “symbolic” forms of communication such as speech, sign, text, etc., are “symbolic communicators”.

On the other hand, students who only communicate through the use of objects or pictures, are considered pre-symbolic communicators.

This data is important for two reasons: One: The DOE will use this information to more closely define the assessment population. Two: It will be important to scorers to identify the match between students’ communication skills and the demands of the entry point levels evidenced in the student Products.

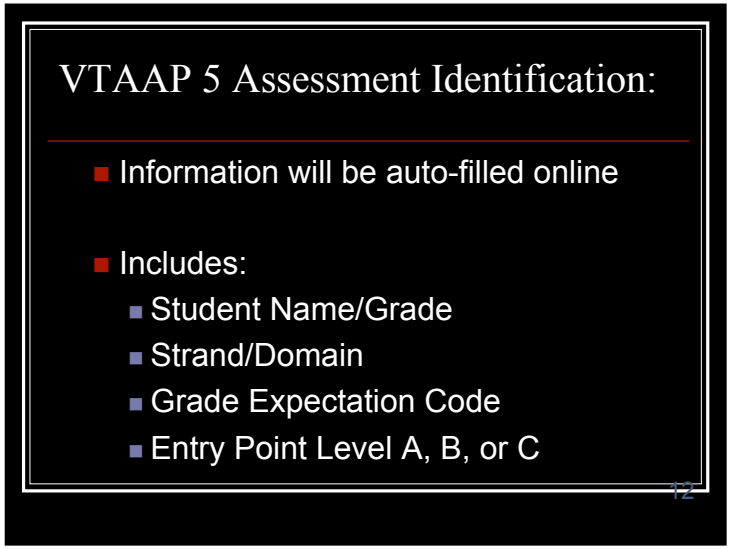
For more specific information about the individual levels of communication, please refer to the appendix



You are now looking at a screen shot of VTAAP Form 5 as it appears on the vtalt.com site.

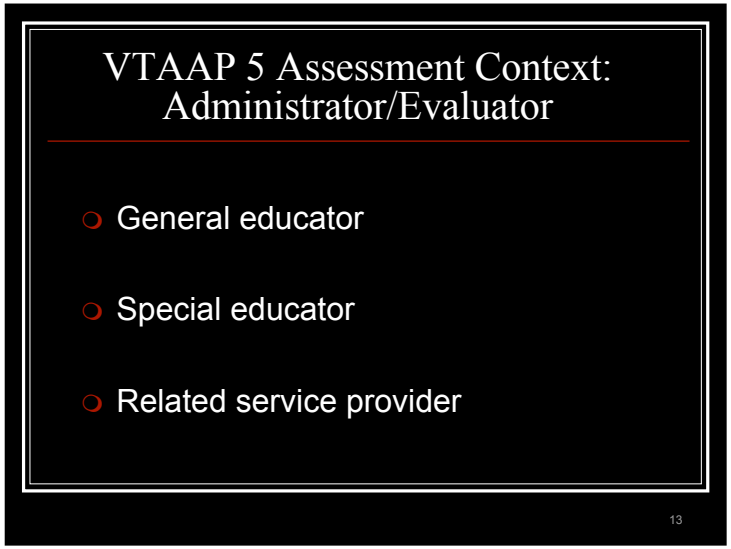
I will talk about each of the 6 sections that you see here including the Assessment Identification section, the assessment context section, the evaluator role, the student role, and the student response sections.

Lets begin with the Assessment Identification section.



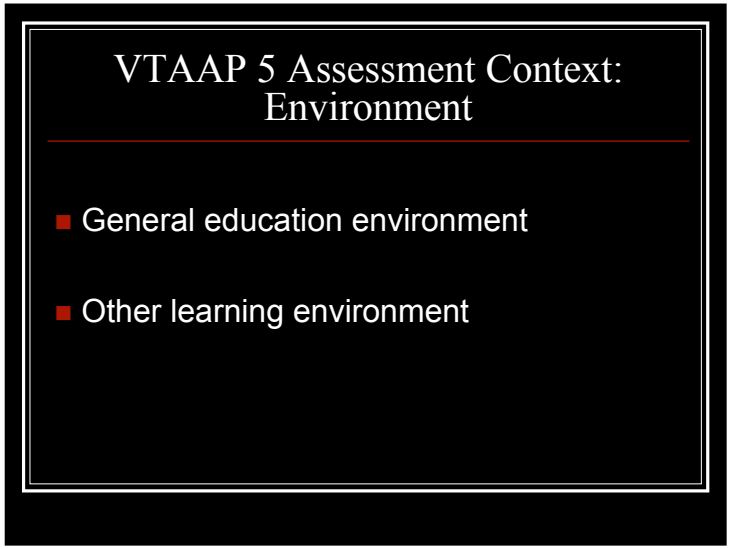
The Purpose of this section is to specify the assessment target.
All of this information is auto-filled from the data that was entered at the beginning of the school year.

If any of these sections are inaccurate, please call Cyndie Moran at the DOE at 828-0646. These corrections can only be made at the administrator level.

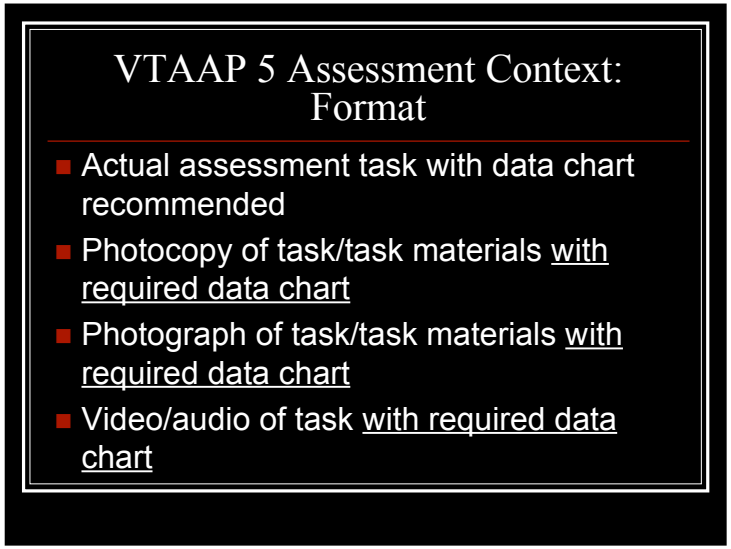


The purpose of this section is to ensure that the assessment task as administered by a qualified evaluator in the content area.

Note that IA/paraeducator is not one of the options at endline as it had been at baseline. While it is perfectly acceptable for the para-educator to contribute to the assessment, a qualified general educator, special educator, or related service provider must be named as the person who is ultimately responsible for the accurate representation of achievement for a student.



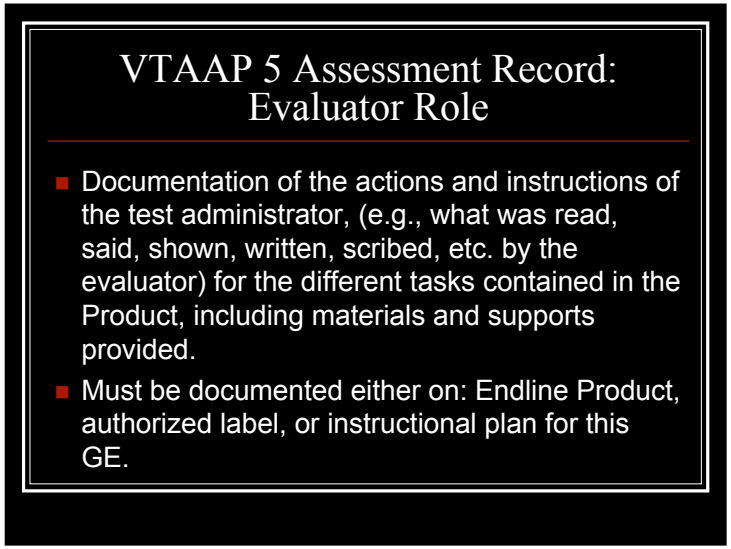
The purpose of this section is principally for DOE information. It asks for the identification of the assessment environment, either the general education environment or some other learning environment. Research suggests that statewide assessment results improve when the assessment is administered in the same context as most or all of the instruction.



Product Format: As stated in the fall rollout, these 4 formats are the only ones allowed for the VTAAP. The first format is the actual assessment task or student work sample. A data chart is recommended but not required. In the event that is is not possible to submit the actual product, teams may use any of the other format presentations. These may be either a photocopy of the task or the task materials, a photograph of the task or task materials or a short, 2 or 3 minute video or audiotape of the task. ALL 3 of these product formats MUST be accompanied by a data chart.

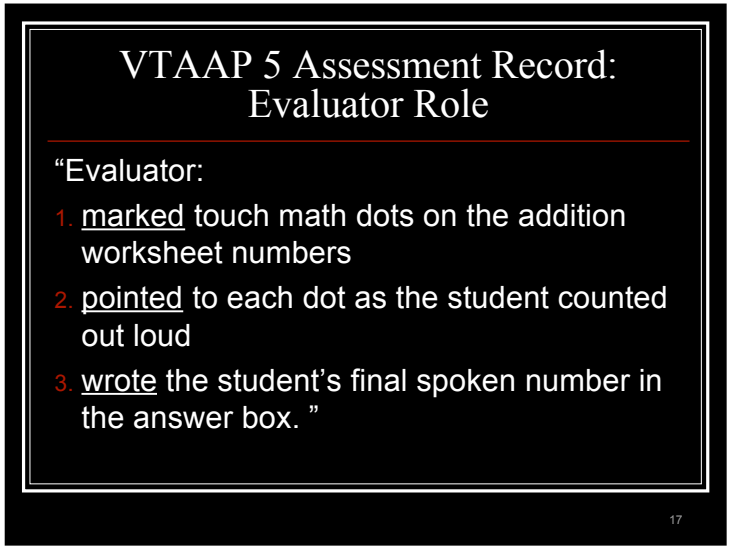
The closer teams can get to the actual student performance, the better student achievement is represented.

Wherever possible, scorers need originals. However, there may be instances when the same product will be used in more than one strand within a content area or even strands in another content area. In those situations, the original must be contained in the portfolio but it is allowable to have photocopies which represent that product in the other strands. It's critical that the information on those photocopies be as clear as possible. PLEASE be sure they are legible and all of the necessary information is printed on the photo copy. This is scorer's only Record of student performance and cannot be accurately rated if the information is unclear or missing. Please note that scorers are restricted to the documentation physically present within the strand being scored.

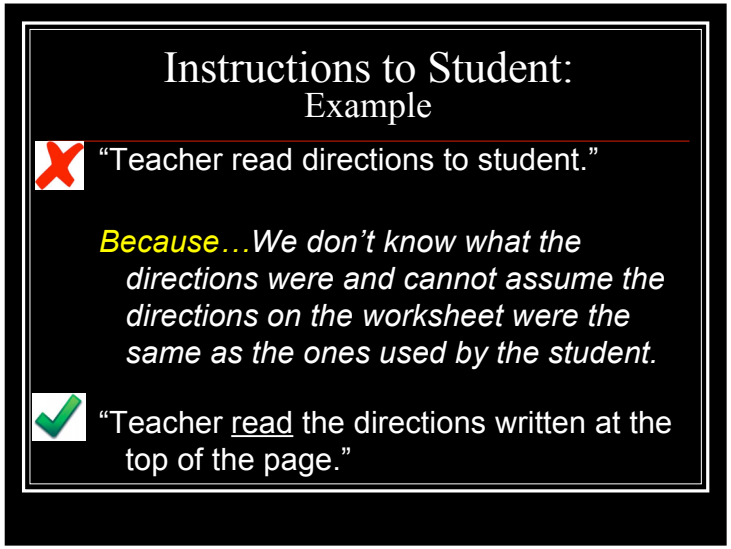


The Evaluator Role on the VTAAP is a new check box that was added to Form 5 as a result of the work with the Scoring Committee. It asks teams to specify the actions and instructions of the test administrator and to include the materials and supports that were provided as part of those instructions. This will inform scorers about what the test administrator was doing to present the task AND what can be attributed directly to the student in the Product. In particular, the SET should look for the use of action words (e.g. “The evaluator wrote, said, read, placed, gave, put, recorded…”) that clearly state what their role was in the set-up, introduction, and administration of the task.

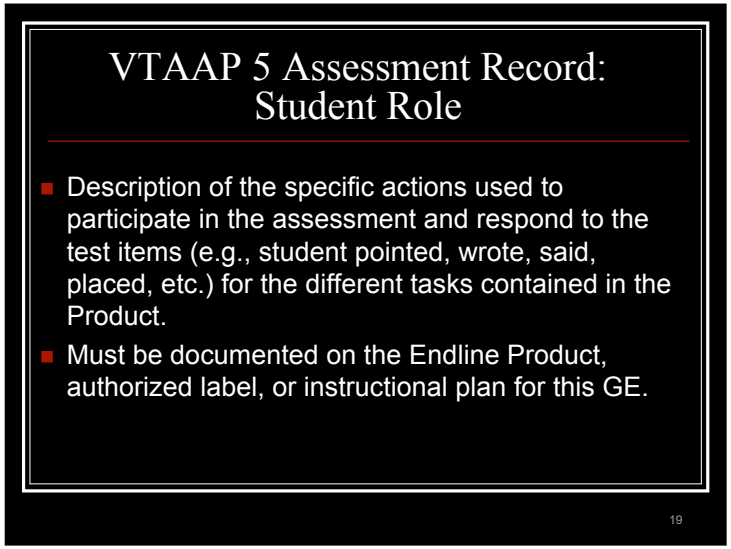
The drop down menu for this section will tell the scorer where to find this information about instructions and lists the choices of the product itself, the authorized product label, or the instructional plan.



Here is an example of an entry that defines the evaluator's role.
Pay attention to the action words that are used here.

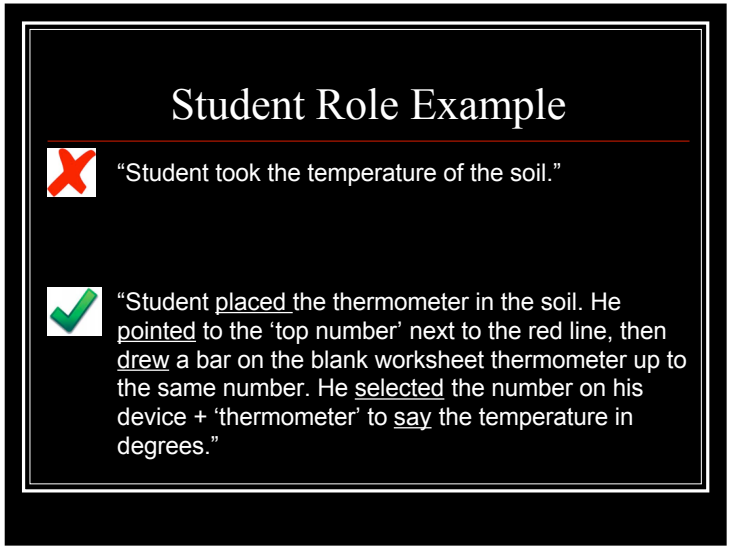


Here is another example of how instructions might or might not be interpreted.



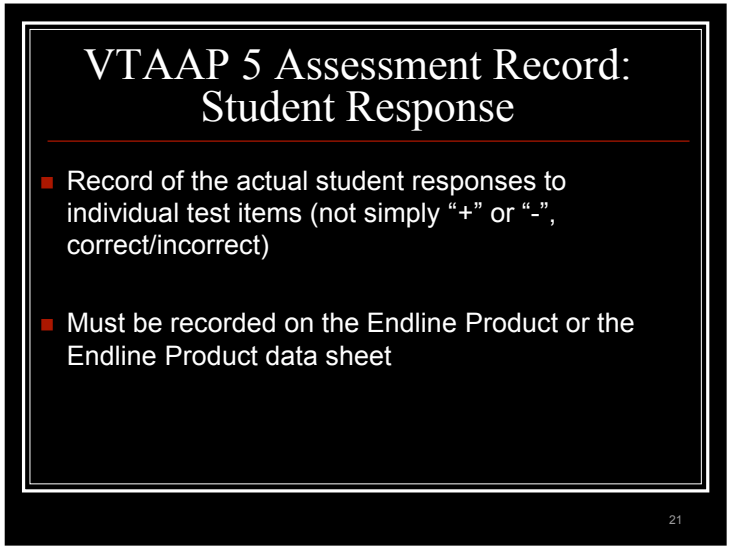
Student Role is the other half of the equation when we talk about expectations for the assessment. In the previous slides I talked about the importance of the evaluator's role. Scorers will also need to know the student's role involved in the task. It is important that the student's actions or how they respond, are also described. For instance, the student pointed to an answer, or wrote an answer or placed an object. This allows scorers to determine how well the student performed apart from the evaluator's role.

Evidence of the student role can be documented on either the Endline Product, the Endline Product Label, or in the Instructional Plan.

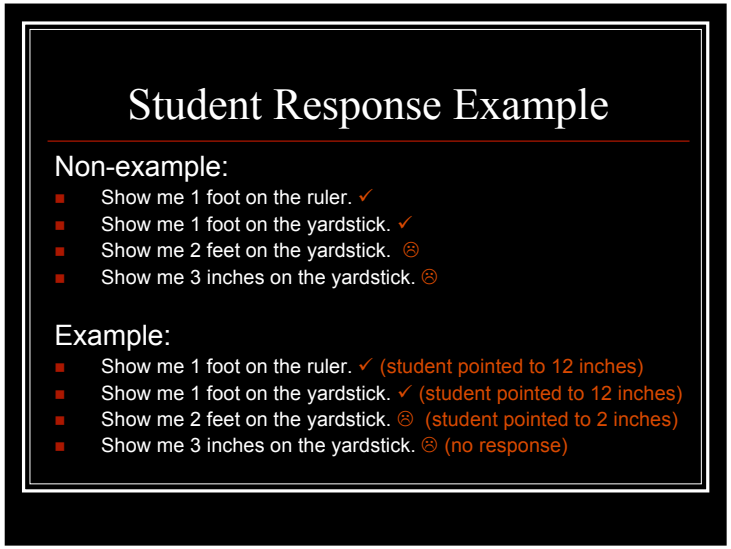


This slide represents an example of documentation of the student role.

Please note the use of action words. Now scorers will have a clearer idea of the student's role in this task.



The student response is a record of the actual student response to the test items. It's not as easy as putting a plus minus or correct/incorrect. Scorers need to know exactly what the student response was and not a teacher's interpretation of correct or incorrect response. This too must be recorded directly on the Endline Product or the Endline Product data sheet on which scorers will see the actual student response.

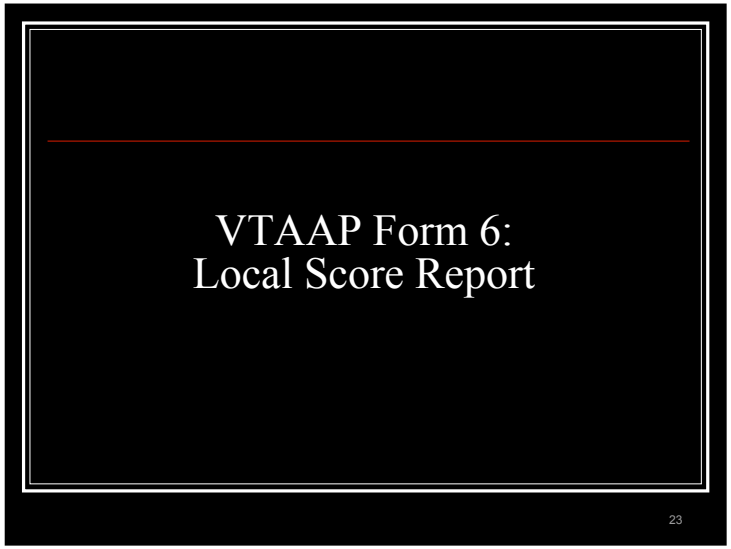


This slide represents a very simple example of the difference between documenting a student response and the teacher's interpretation of that response.

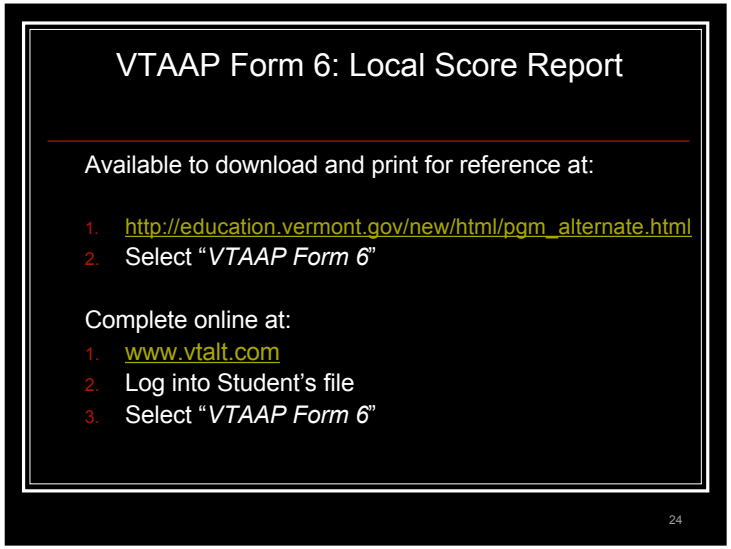
In the first example, you will see that the teacher has marked items as correct or incorrect. The scorer will not know what the student pointed to or said or did because the actual response is not documented.

In the second example, you will see that the scorer is now able to determine the actual student response which provides essential information beyond the teacher's interpretation.

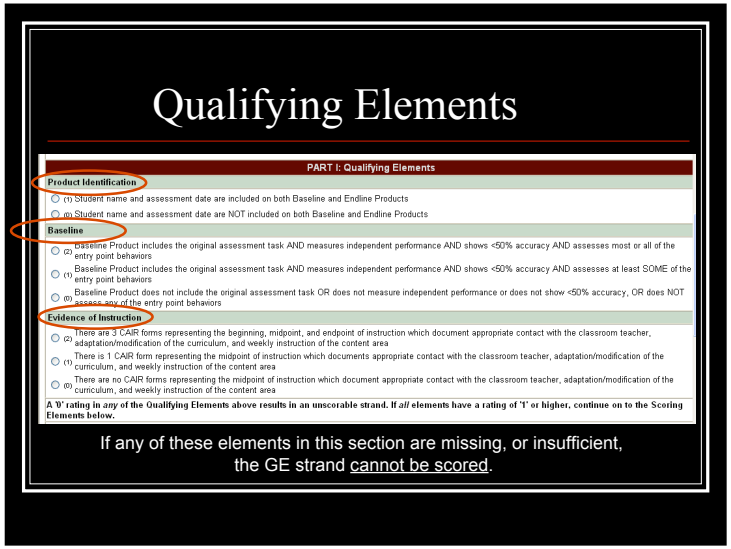
Before we move on to Form 6, I would just like to remind the SET that form 5 is a very quick checklist for looking objectively at what is documented on the product and determine whether or not a score has sufficient information to understand the context of the testing situation. Remember, scorers do not know the student, nor do they know the testing situation. Unless it is carefully articulated, they will not have the information necessary to accurately score the product.



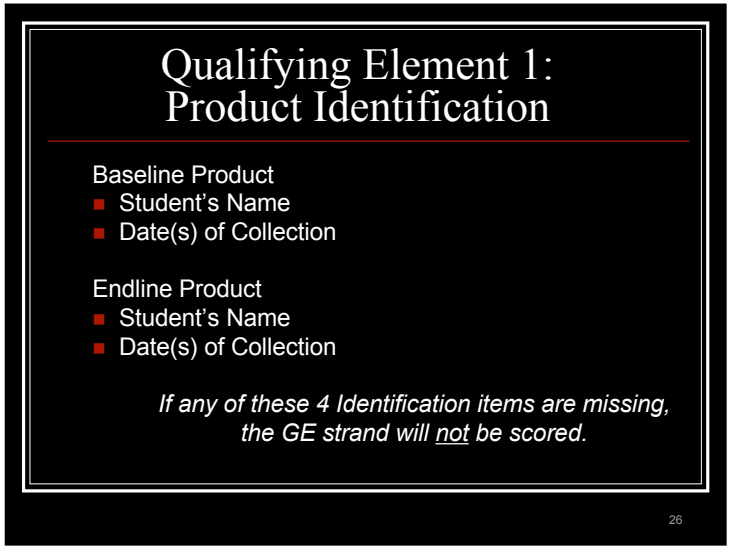
I will now begin Form 6 known as the Local Score Report. This form is divided into two main sections; Qualifying Elements and Scoring Elements.



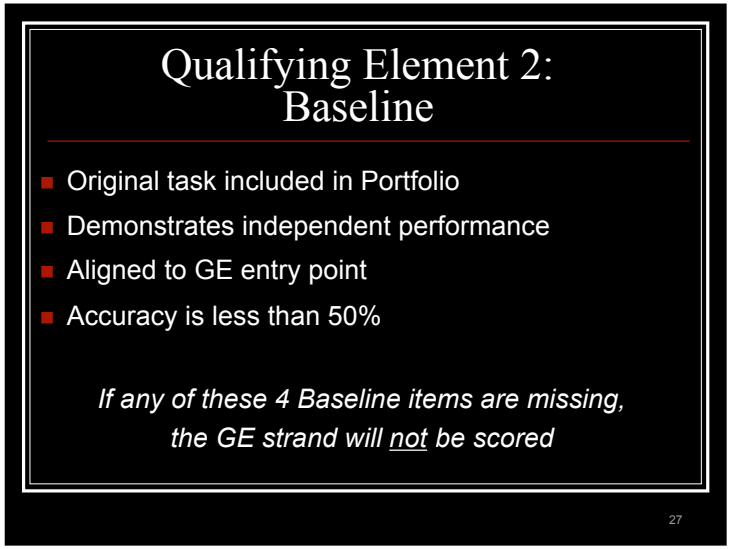
Form 6 can only be completed by a Qualified Local Scorer. This is a case manager or professional teacher, who has logged in for the training and has successfully completed the test. Like Form 5, this form has been modified from the one that was presented in the fall so that the required information is more explicit for teams. It can be downloaded in hard copy form from the DOE website but must be completed online at the vtalt.com site.



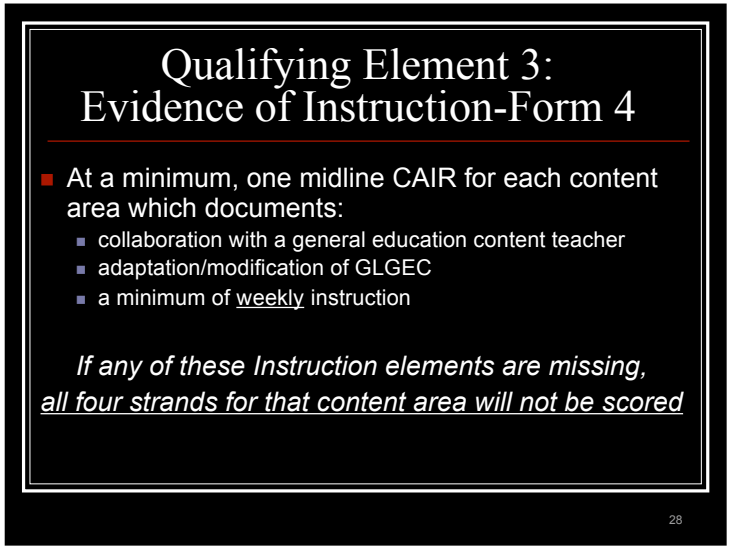
You are now looking at a screen shot from the website. The Qualifying Elements consist of three sections which include: Product Identification, Baseline, and Evidence of Instruction. I will discuss each of these sections separately. While these elements are not calculated in the student's performance score, they do establish the credibility of the Product evidence before it can be evaluated for achievement. Therefore, each element must have a minimum rating of 1 for the strand to be scored. If any element is rated as 0, scoring will stop and the scorer will move on to the next strand.



All Baseline and Endline Products submitted by the SET must be sufficiently identified with the student's **name and** assessment **date** to attribute the performance evidence to the designated student within the appropriate assessment year. Proper identification is critical. Missing information will result in an insufficient rating (0) and the strand will not be scored.



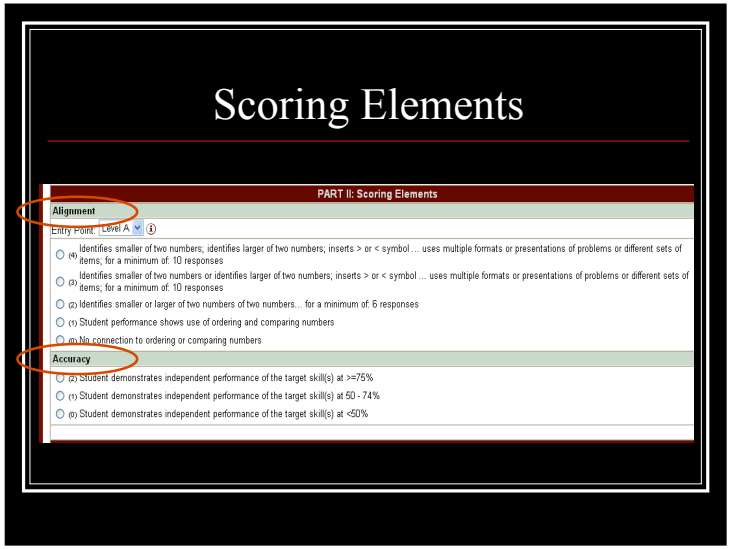
The second Qualifying Element, Baseline, asks case managers to review the documentation of the baseline data which was collected in the fall.
To qualify, the Baseline Product must meet 4 criteria. 1. that the task that was described on VTAAP form 3 at the beginning of the year is included in the portfolio submission; 2. it demonstrates independent performance with or without teacher free supports; 3. it's aligned to the GE entry point and 4. the accuracy reflected on that product is less than 50%. If any of those specifications are not met, that strand will be considered invalid, scoring will stop, and the scorer will move on to the next strand.



The third and final qualifying element is Evidence of Instruction Form 4, Curriculum Access and Instruction Record .
At a minimum, one midline CAIR must be completed on line for each content area. The Endline CAIR allows the team a final opportunity to reflect sufficient and appropriate instruction to validate the Endline Products.

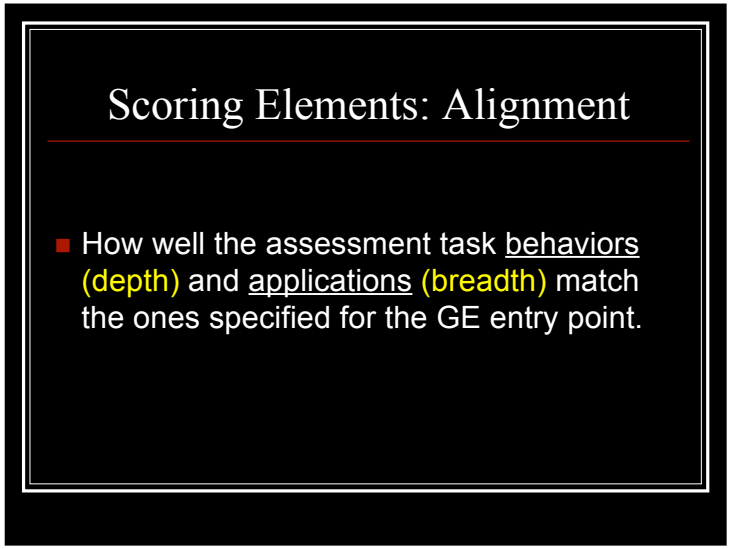
Scorers will be looking for evidence of 3 major elements: collaboration with a general education teacher, adaptation of the GLGEC, and a minimum of weekly instruction.

Failure to confirm the validity of Instruction will result in the disqualification of any related Endline Products from scoring. Scoring will stop, and the scorer will move on to the next strand.

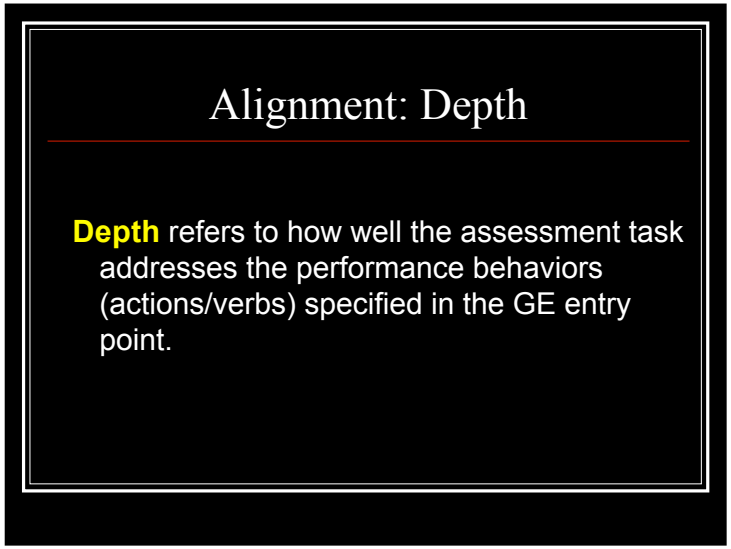


The second of the two main sections of Form 6 is the Scoring Elements.

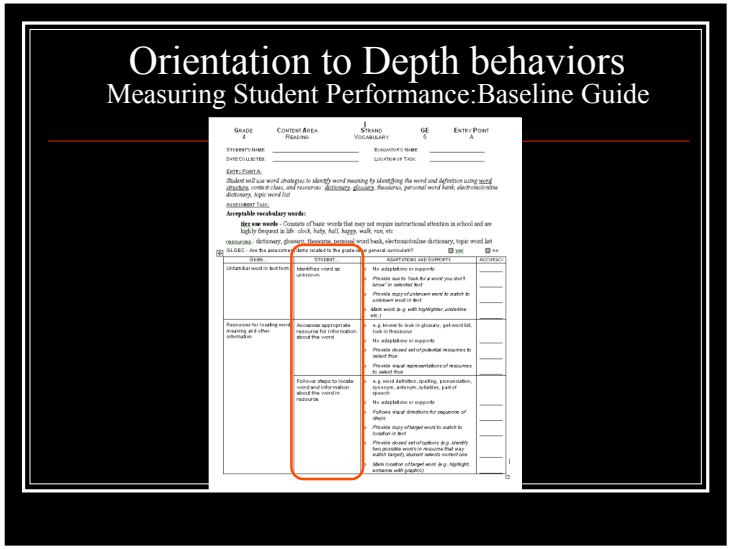
There are 2 parts: Alignment and Accuracy.



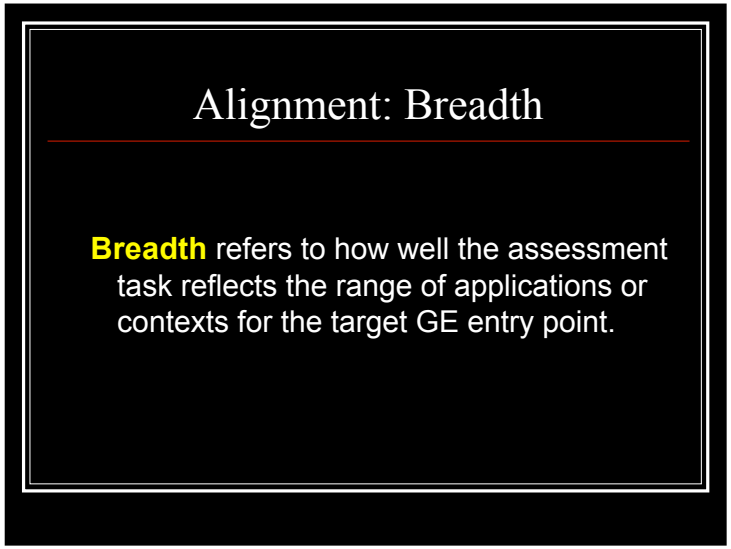
For the purposes of VTAAP, alignment is how well the assessment task behaviors (depth) and applications (breadth) match the ones specified for the GE entry point.



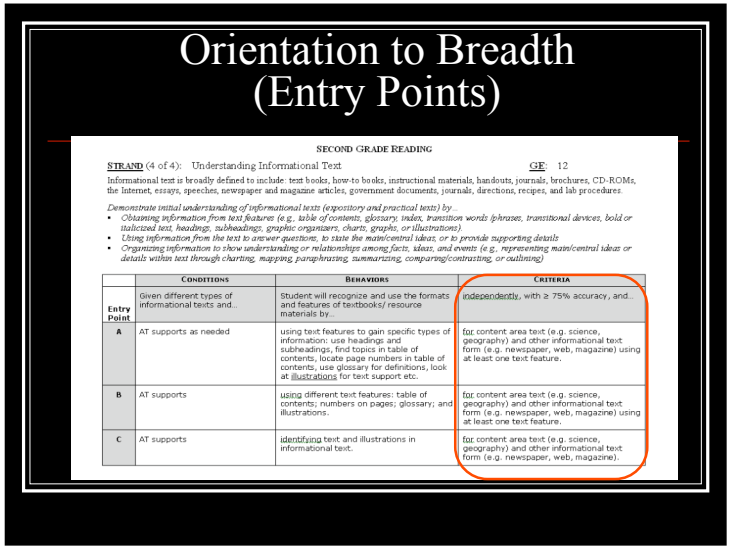
Depth refers to how well the assessment task addresses the performance behaviors (actions/verbs) specified in the GE entry point.



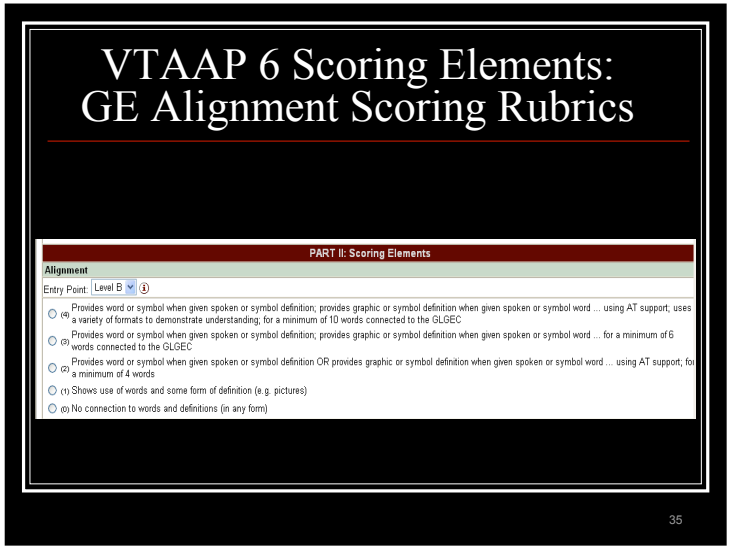
You will find the specific depth behaviors on the Measuring Student Performance: Baseline Guide which is located on the DOE Alternate Assessment website under VTAAP Resources and Supporting Documents. This detailed supplement to the GE entry points was used by many case managers to develop baseline measures that were strongly aligned to the entry point.



The other half of alignment, Breadth, reflects the degree to which the skill or concept or knowledge has been generalized to other applications or contexts.

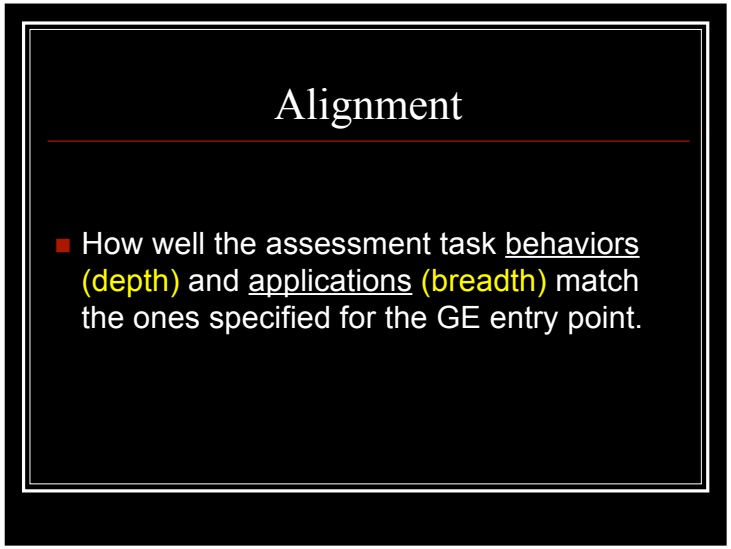


These applications can be found in the criteria column of the entry point document, also located on the DOE Alternate Assessment website.



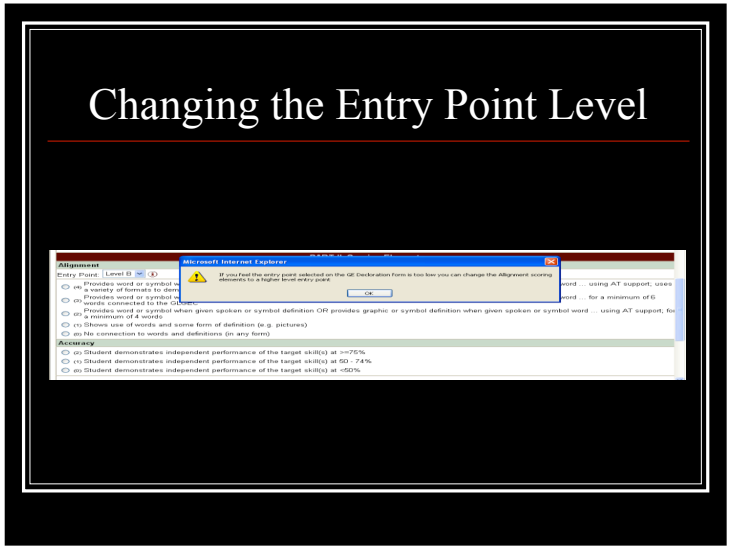
For the purposes of scoring, detailed versions of depth and breadth from the MSP:Baseline Guide and entry point documents have been simplified in the Alignment Scoring Rubrics. This guide provides a rating that combines both elements of depth and breadth a for each entry point level on a 0-4 point rating scale.

As a scorer, the task will be to match the student performance on the product with the description that best represents those behaviors and applications on the appropriate rubric.



Remember, Alignment is how well the assessment task behaviors (depth) and applications (breadth) match the ones specified for the GE entry point.

With that in mind, let's talk about rating the alignment for your student.

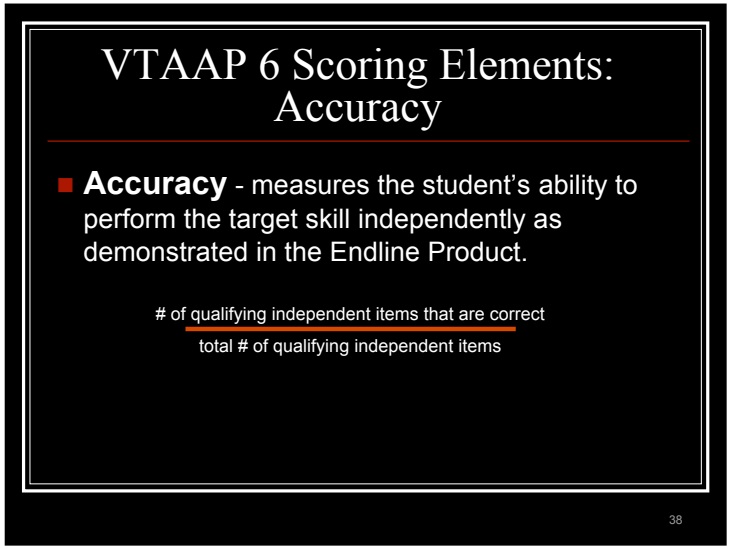


The Alignment Section of Scoring Elements on Form 6 allows the scorer to rate the match between the behaviors and applications of the assessment task to the behaviors and applications of the entry points. For all students, this online alignment rubric will be automatically filled and will match the entry point level chosen for that student in the fall. It is the scorers job to choose the description that best represents that match ranging from “all elements are covered in the assessment task” to “no connection with any behaviors or applications in any way.”

There may be an instance where a scorer finds a better match at a higher entry point level than originally selected for a particular student. For example, because a Level C student typically has very limited communication capabilities, these products would be expected to represent that. If the student product demonstrates the use of text or numbers which is characteristic of a Level A student, that will not be a good match to the level C behaviors, and it will be necessary to move up the entry point ladder and find the best description that scorers will actually be seeing on the product.

In the event that a description in Alignment does not accurately match the product, teams will be able to opt up to a higher level to find a better match. Teams cannot, however, choose a lower level at this point. Again, the bottom line will be to select the entry point level description on the rubric that best matches the assessment task on the Endline Product.

Here you see a screen shot of scoring the alignment section of Form 6. In this instance, the student was originally being assessed as a Level B student. Because scorers are looking for the closest match between the behaviors and applications and the entry points, and because the team determined that their assessment task was actually much more rigorous than described in Level B, the team can opt up to a more challenging target so that scorers will see a closer match. Case managers can simply click on the drop down tab and click the level that is more appropriate. It will automatically auto-fill and can then be rated or scored as the new entry point level.



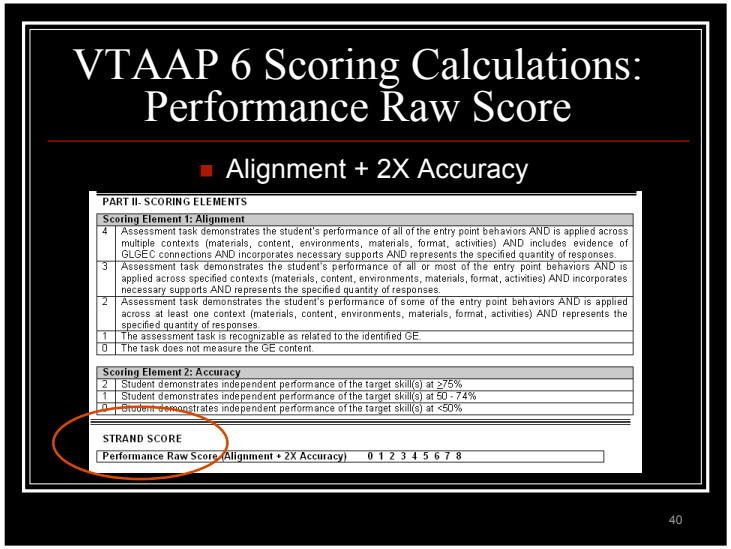
Accuracy, which is the second of the two Scoring Elements, measures the student's ability to perform the target skill independently as demonstrated in the Endline Product.

Accuracy is calculated by dividing the number of qualifying independent items that are correct by the total number of qualifying items.

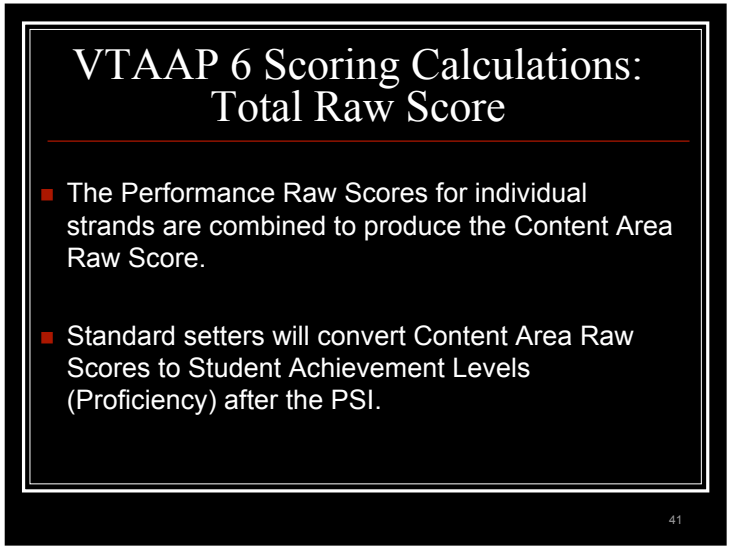
A qualifying independent item is a test item that demonstrates alignment to the entry point behaviors, AND represents student performance without teacher interference.

Not all available test items will meet both of these criteria. It is important to isolate the items or responses that are aligned and then determine that they are independent. This is the set of items that can be counted toward accuracy. Items that are either not aligned or not independent cannot be counted toward accuracy.

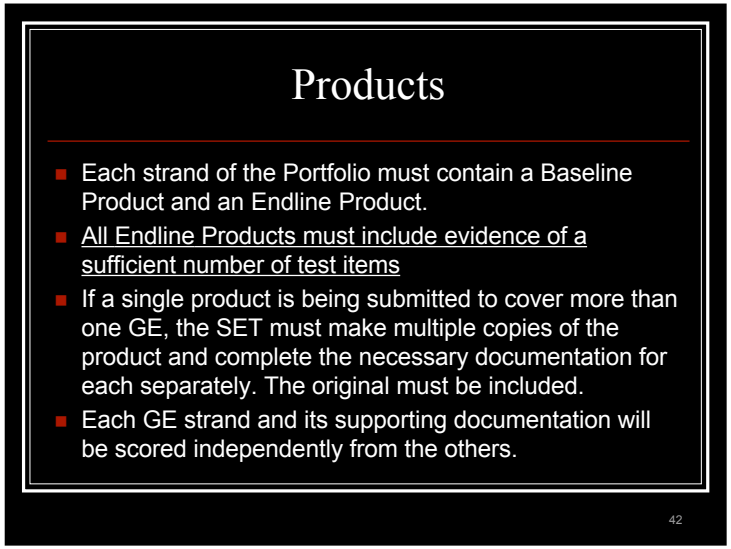
After the accuracy rating has been determined for Endline, scorers will select the most appropriate rating and click that circle.



After rating Alignment and Accuracy, a Performance Raw Score can be calculated for the strand. Here you will see a general representation of the scoring elements rubric for reading and math. You can find this in hard copy on the DOE alternate assessment website. The Performance Raw Score for an individual strand is the combined score of Alignment plus two times the accuracy rating. A score ranging from 0 to 8 is generated here.



After each of the individual strands has been scored, the performance raw scores for each individual strand are combined to generate the content area raw score. Following the summer institute, standard setters will take the content area raw scores and convert them to student achievement scores or proficiency levels.



I will now talk more specifically about the expectations for Endline Products.

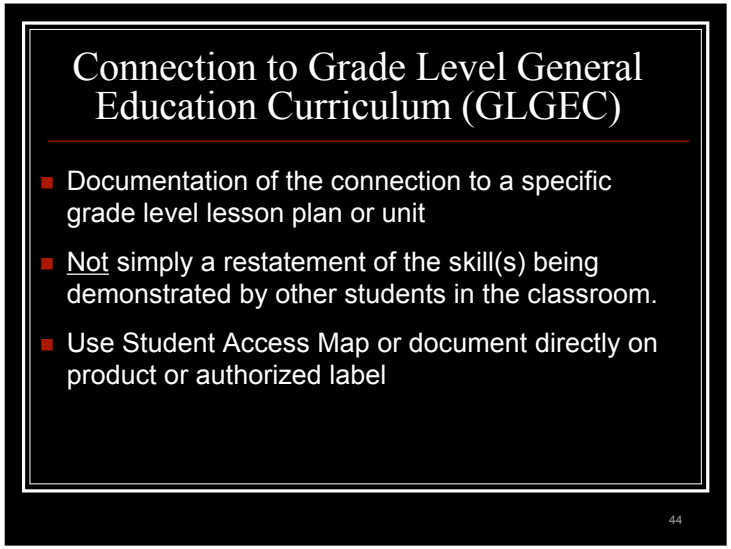
Students may be assessed in one, two, or three content areas. Within each content area there are up to four strands. Each strand must contain a Baseline Product which was recorded on Form 3 in the fall and an Endline Product which will be the summative assessment for student achievement in that strand for this year.

All Endline Products must include evidence of a sufficient number of test items so that the student performance can be regarded as ‘convincing’ with respect to the acquisition of the skills and concepts defined in the GE target

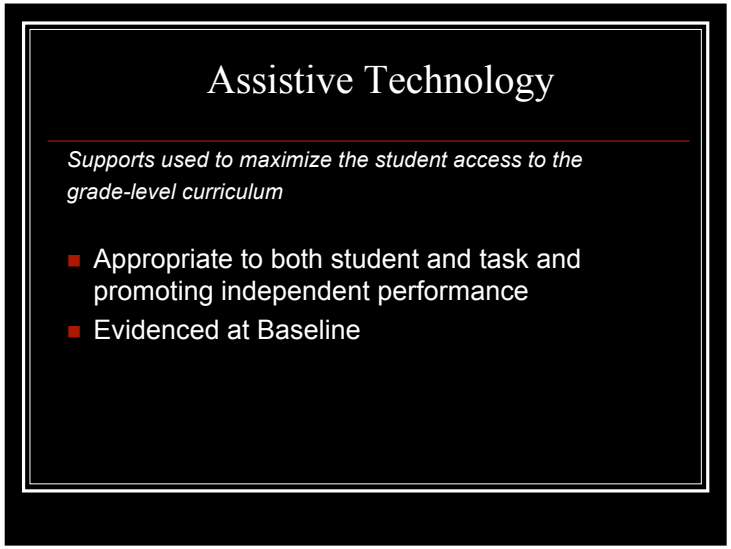
If a single product is being submitted to cover more than one GE, the SET must make multiple copies of the product and complete the necessary documentation for each separately. The original must be included.

Each GE strand and its supporting documentation will be scored independently from the others.

In order to be sure that each product has the necessary annotation, the context of assessment is clear, and scorers can easily locate each element, an authorized label is provided for information that does not readily fit directly on the Product. For the purposes of scoring, the label is considered to be part of the original product. This label can be found on the resources list of the vtalt.com site or on the DOE Alternate Assessment web site.



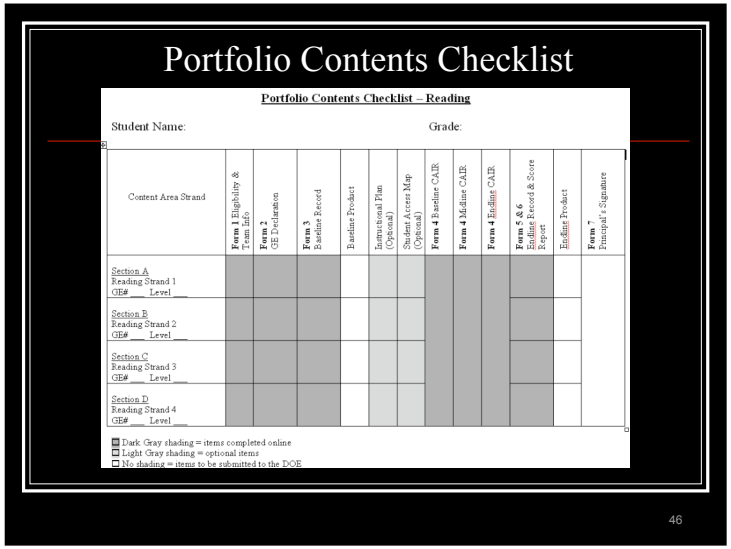
The concept of grade level general education curriculum was introduced last fall as an important component of the alternate assessment. The more closely the VTAAP products are associated to the grade level general education curriculum, the greater their strength. This connection must be made explicit for scorers. It will be necessary to document the connection to a specific grade level lesson plan or unit. That means it is Not simply a restatement of the skill(s) being demonstrated by other students in the classroom. For example, 4th graders do vocabulary, my student does vocabulary. The underlying idea is that for students taking the VTAAP, if teachers can adapt the activities, materials, and/or topic with fidelity and teach them in the same learning environments as other general education students, then these students taking the VTAAP will have greater access to the classroom and the classroom teacher. The grade level general education curriculum can be described in the Student Access Map or documented directly on the product or authorized label.



Assistive Technology or teacher free supports. We know that bringing this curriculum to students with these kind of challenges is not an easy process. Support, including such things as graphic organizers, sequence prompts, story maps, etc, are essential to creating the kind of access necessary for these students to work within the grade level curriculum.

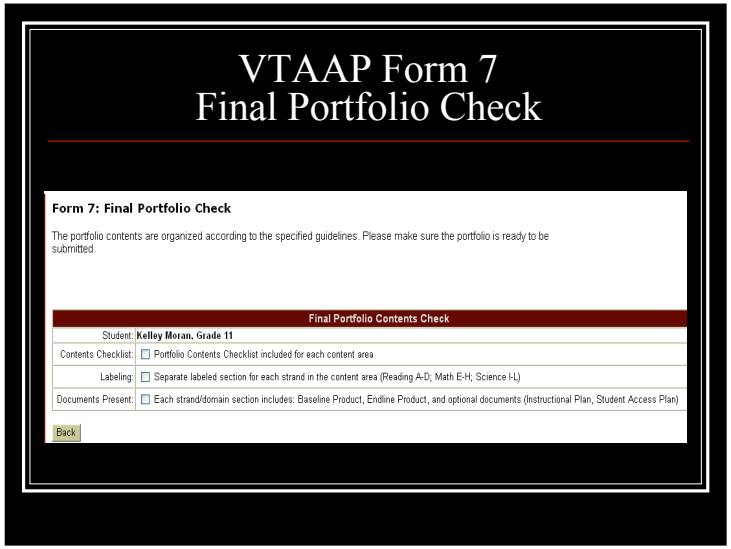
The use of assistive technology is recommended for all students and required for students for whom entry point levels B & C are selected. Without teacher free supports, access to the GLGEC will be difficult for these students. These supports help to scaffold learning. Scorers will be looking for evidence of these supports at Baseline and seeing the degree to which that has been retained at Endline.

This concludes the portfolio products discussion. I will now move onto the portfolio submission.



The Portfolio Contents Checklist is provided for each content area. This required checklist was developed to help case managers keep track of the documents that are done and those that need to be completed. The dark gray shading indicates that the items are completed online. The light gray shading indicates that these items are optional. No shading indicates that the items will be submitted in hard copy form to the DOE no later than May 15th.

After each item is checked off, the appropriate checklist is inserted at the beginning of each Content Area section within the Portfolio.



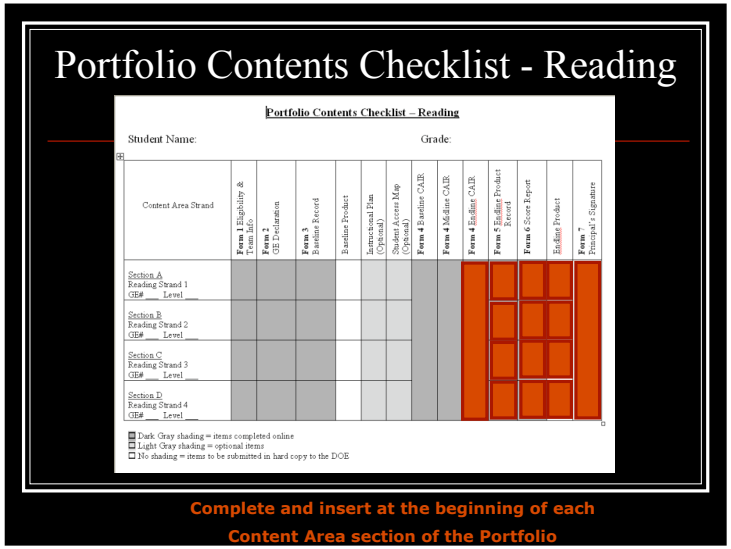
Form 7 includes both the Final Portfolio Check and the Principal's Signature sections.

The Portfolio Check is an online form that helps guide you through the necessary submission guidelines.

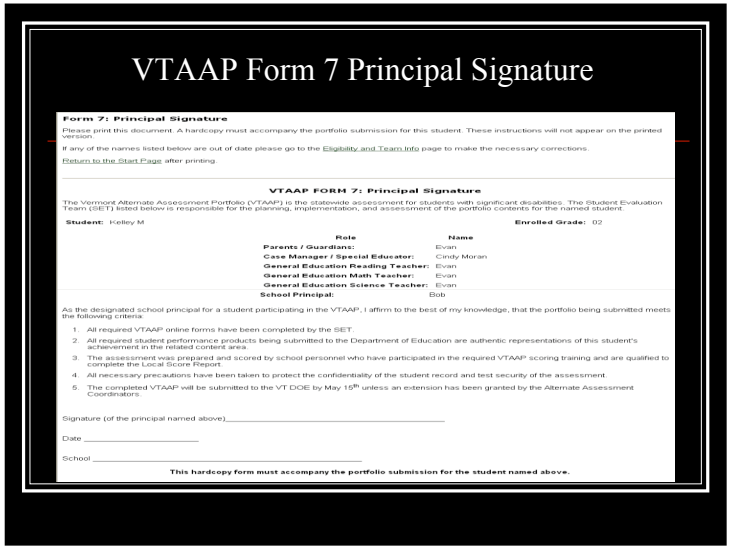
The 'Contents Checklist' makes sure that the required Portfolio Contents Checklist is included at the beginning of each content area strand.

The 'Labeling' section requires that each section within the content area is marked accordingly. For instance, Reading strand 1 is labeled "A." Strand 2 is "B." Strand 3 is "C." and so on.

'Documents Present' indicates that all of the required and optional documents, if completed, are included with the portfolio submission no later than May 15th.



This slide represents the Portfolio Contents Checklist for Reading and those forms that are due right now. Any sections in dark gray, light gray, or no shading, are the items that have already been completed. The items in red are the final documents due at this time. This includes updating the Endline CAIR form, completing Form 5 and 6 online, annotating the Endline Product, and then printing and having the principal sign form 7.



Here you will see a screen shot of Form 7, Principal Signature. This form is auto-filled with the names of the teachers who were listed at the beginning of the school year. These names can be changed if necessary, on the Eligibility and Team Information Form 1.This will automatically auto-fill on Form 7. Please note that only the principal's signature on this form is required. Teachers do not have to sign off on this form.

The principal is responsible for the authenticity of the contents that are being submitted to the DOE, just like he or she would for the NECAP.

This Form is then printed and submitted as a hard copy in the last section of the portfolio, labeled "M".

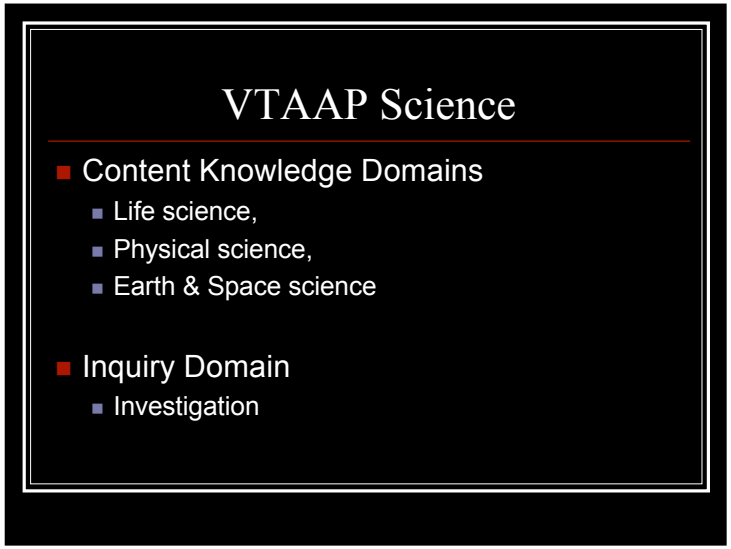
At this point, you are ready to take the Training Post Test. You do not have to do it immediately, however, you must complete the test in order to access Forms 5, 6, and 7 on the vtalt.com site. If you have a student taking the science alternate assessment, you can either proceed through the powerpoint and view the science section, or you can go right to the online post test, take the test, and then continue on with the science section. The test is not content specific and can be taken without viewing the science section.

To take the test, log onto the vtalt.com site. Click on “Training Post Test.”

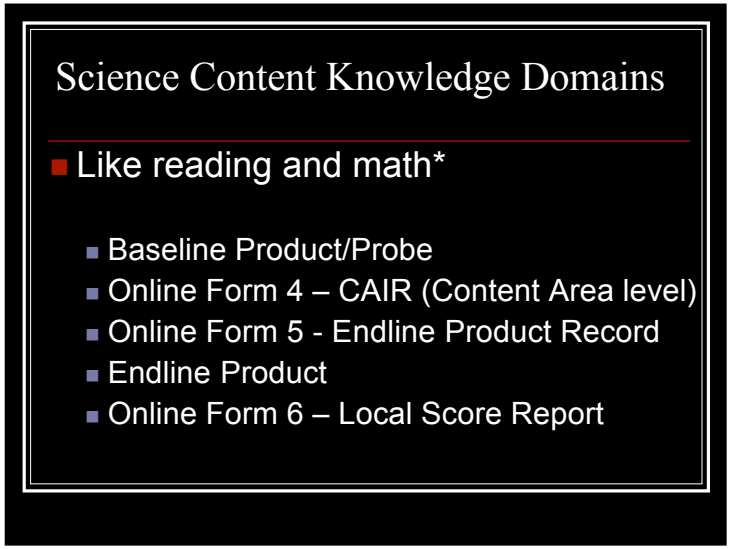
Complete the 6 multiple choice questions. If you miss a question, you will be directed to that question and asked to redo that item. Once you have received a passing score, you will be able to continue on with the remaining forms.

You need only to take this test one time. It will allow access to all of the students listed under your case management.

For those of you who have students taking the science alternate assessment, this section will differentiate the science sections from reading and math.

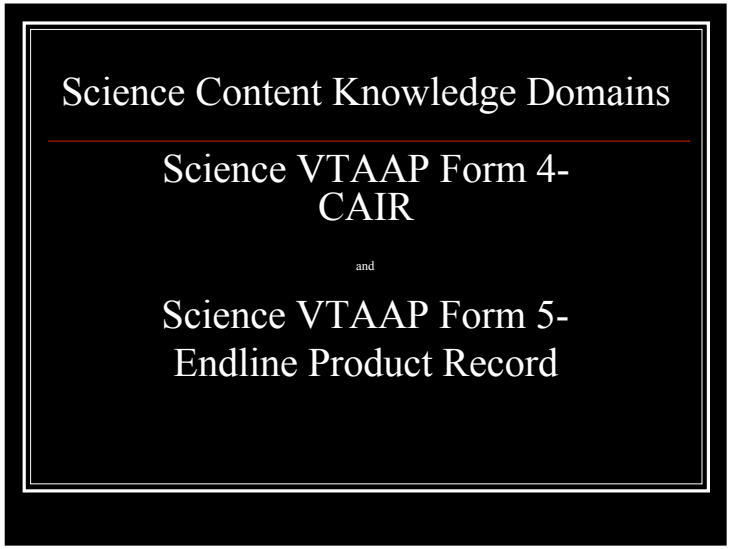


In science, there are four domains. These are made up of three content knowledge domains: Life science, Physical science, and Earth & space science. The fourth domain is a single inquiry investigation.



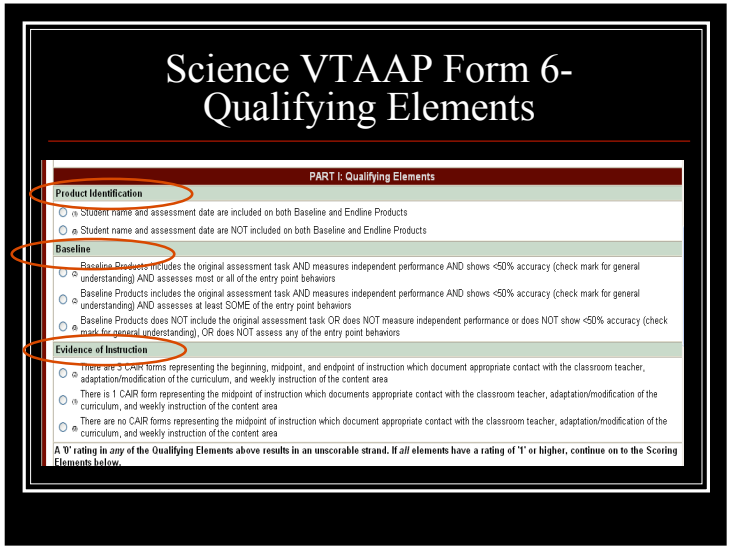
The documentation for the Content Knowledge Domains is very similar to that in reading and math. This includes:

- A hard copy Baseline Product for each Domain that indicates the student's level of knowledge prior to instruction. Unlike reading and math, a specific accuracy score of less than 50% is not required.
- An online Form 4 CAIR that covers instruction in the science content area
- An online Form 5 Endline Product Record for each domain which indicates the location of essential information for scorers with respect to assessment context
- The actual Endline Product, representing independent student achievement for the Domain
- And finally an online Form 6 Local Score Report, documenting the SET's evaluation of student performance.



VTAAP Form 4 for Science should be an updated at Endline to reflect the same attention to sufficient and appropriate instruction as in reading and math. This includes collaboration with a general education teacher, adaptation or modification of the GLGEC, and weekly instruction in the content area.

VTAAP Form 5 Endline Product Record must be completed for each Content Knowledge Domain Endline Product just as in Reading and Math.

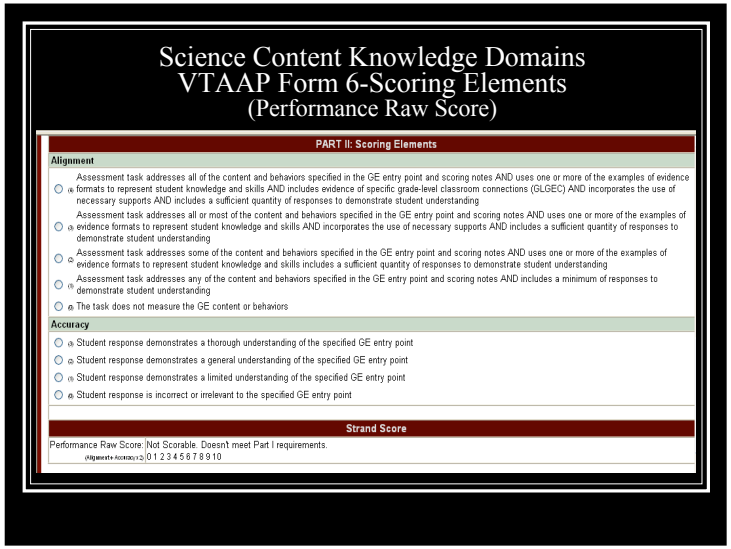


Like Reading and Math, VTAAP Form 6 for Science has two main components: Qualifying Elements and Scoring Elements.

Here you will see that actual screen shot of the online Science Form 6 – Qualifying Elements.

Just like reading and math, Qualifying Elements consists of three sections which include: Product Identification, Baseline, and Evidence of Instruction. Note that Baseline Products may indicate an accuracy of less than 50% OR a general understanding (✓) or less on the probe.

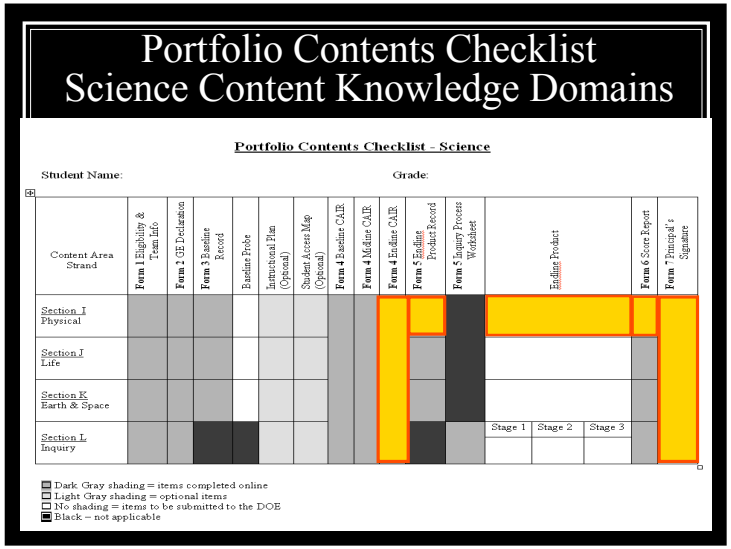
While these elements are not part of the student's performance score, they establish the credibility of the Product evidence before it can be evaluated for achievement. If any elements in this section are missing, or insufficient, this Content Knowledge Domain cannot be scored. Scoring will stop and the scorer will move on to the next strand.



This is the second part of Form 6, Local Score report, Scoring Elements.

This combines the elements of alignment and accuracy times 2 for an overall performance raw score. Scorers are asked to choose the most appropriate bubble that best represents that students performance for that content domain.

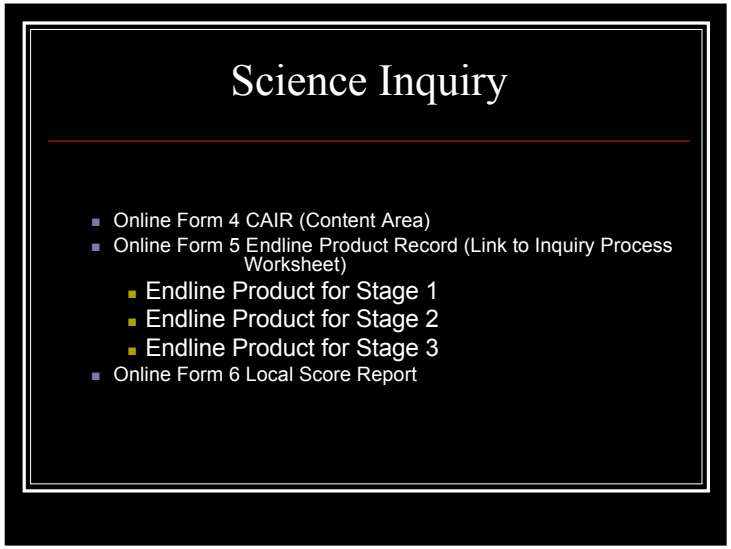
Note that there is a single generic rubric for any Content Knowledge Domain entry point and that accuracy uses a more holistic rating of thorough, general, limited, or incorrect. A Performance Raw Score for the Domain is calculated as Alignment + 2X Accuracy and ranges from 0-10 points.



Here is a representation from the portfolio contents checklist for one of the science content knowledge domains. Lets look at Physical Science. The orange boxes identify all of the documents necessary for Endline submission.

Teams will already have completed forms 1 through 4 with the exception of the Endline CAIR form. Baseline also has already been completed. Remember to include this in the portfolio submission.

In terms of the work right now, teams must complete the Endline CAIR form and the Endline Product Record online, make sure that the Endline Product is sufficiently annotated, complete the Local Score Report on line.



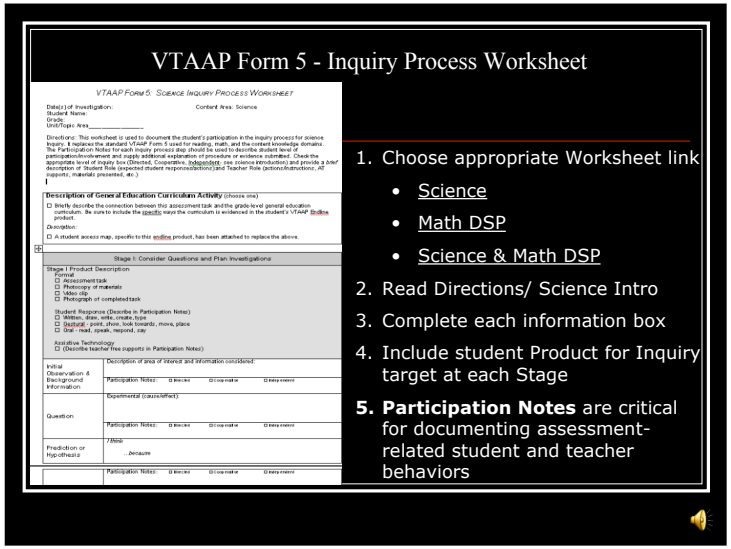
Science Inquiry is the fourth science portfolio component.

Again, the online CAIR form is completed one time for the content area of science.

There is an online Form 5 Endline Product Record but in Science Inquiry, the Inquiry Process Worksheet replaces the regular form used in Reading, Math, and the Science Content knowledge Domains.

In Inquiry, there is a required Endline Product for EACH Stage of the investigation. These stages are standardized by grade level. In other words, all 4th grade students complete the same stages identified for 4th grade. This is also true for 8th and 11th grade.

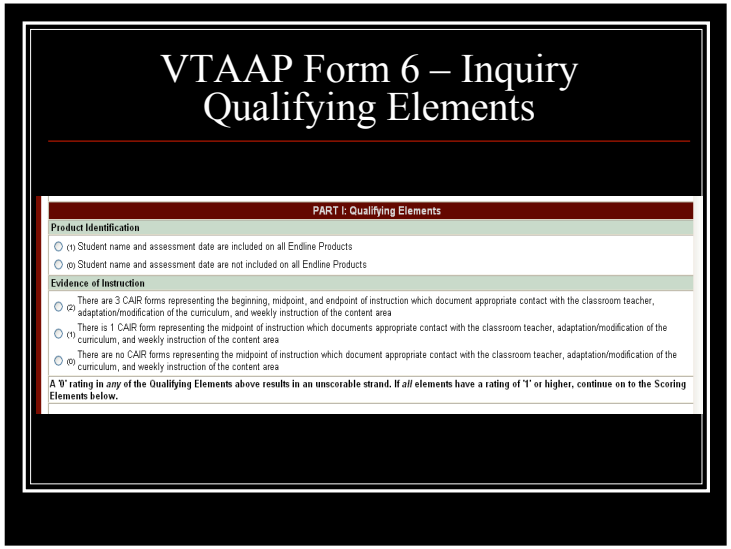
Finally, there is a science local score report Form 6, for inquiry.



When you view Form 5 for Inquiry on your student's online table of contents, you will see the link for the Science Inquiry Process Worksheet. That will take you to the worksheet choices. At this link, you will be asked to choose the appropriate worksheet. You'll see that this worksheet is either science specific, math specific or in the event that math Data and Statistics is being coupled with the science investigation, you will see a combination science/math worksheet available to you. The link allows you to choose either the word document or the PDF version which must be printed and added to the portfolio as a hard copy.

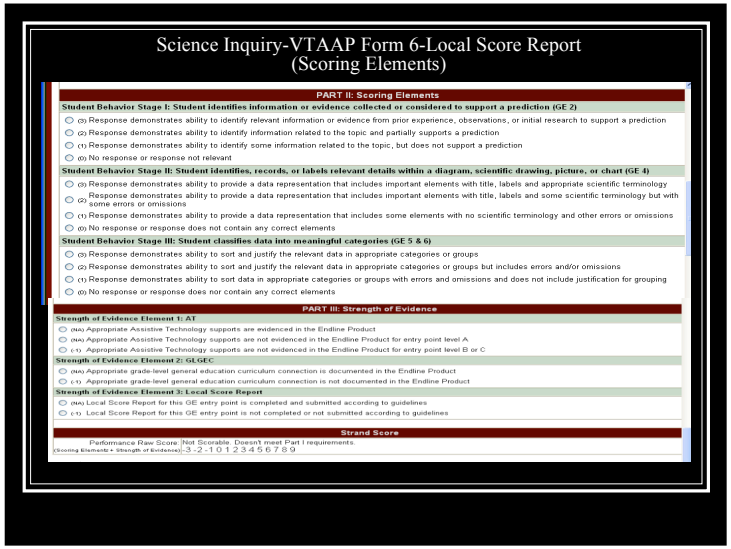
When you get to the worksheet, read the directions carefully and if you need further information, read the introduction to the Science entry points. Complete each information box. Be sure to include a student product for the inquiry target at each stage. The participation notes are CRITICAL for documenting assessment related student and teacher behaviors.

Remember that the hard copy worksheet and 3 Inquiry Stage Products must document any and all information necessary to evaluate student learning.



Form 6 for Science Inquiry, like all other Local Score Reports for strands or domains, has two major components: Qualifying Elements and Scoring Elements.

Because there is no Baseline requirement for Science Inquiry, there is no Baseline Qualifying Element. Only Product Identification and Evidence of Instruction will be scored. If either of these elements receive a 0, this inquiry investigation cannot be scored.

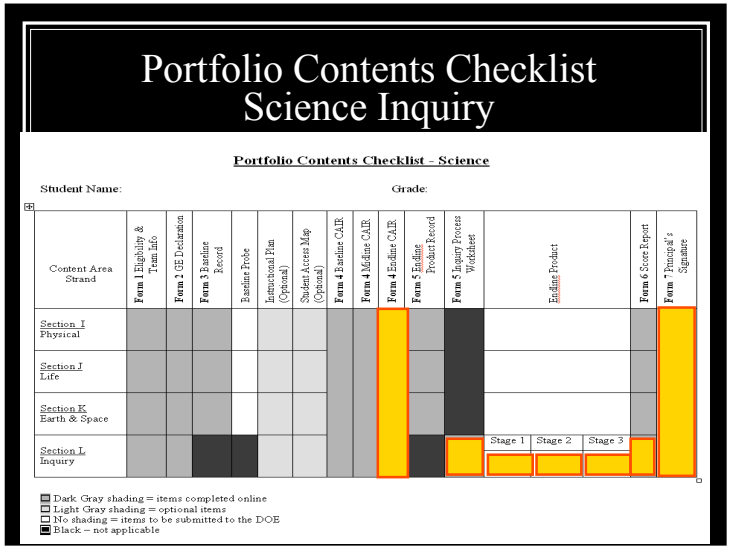


This slide shows the second of the two major components for Form 6 for Inquiry – Scoring Elements. This section has two parts – the grade level Inquiry Scoring Rubric and the Strength of Evidence Score.

The Inquiry Scoring Rubric combines the elements of Alignment and Accuracy in a single holistic rubric score of Thorough, Limited, General, and Incorrect for each stage of the Inquiry Investigation.

The second of the Scoring Elements, Strength of Evidence, evaluates the impact of AT, GLGEC, and Local Score documented on the Inquiry Process Worksheet. In Reading and Math and the Content Knowledge Domains, these elements have been integrated into the Alignment Rubrics. For Science Inquiry, they are evaluated separately.

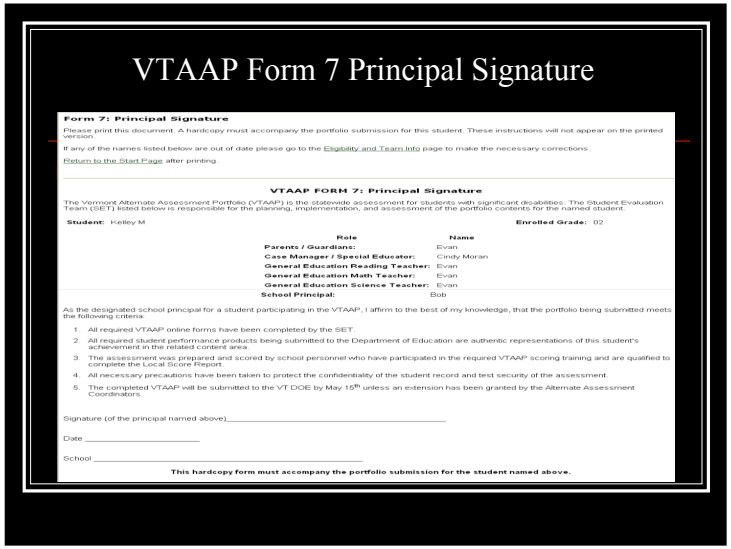
Together, the Scoring Elements produce a Performance Raw Score of -3 to 9.



This version of the Science Checklist documents the requirements for Inquiry at Endline and includes the Endline CAIR form to be completed online for the content area of science, a hard copy of the Inquiry Process Worksheet, an Endline Product for all three stages, and an online Local Score Report.

After the documentation and Products for the 3 Content Knowledge Domains and the Products and Worksheet for Inquiry have been compiled, the Portfolio Contents Checklist for Science can be completed and placed at the beginning of the Content Area section.

In the same way as the earlier version represented for Requirements for the Content Knowledge Domains, this representation reflects the necessary components of the Inquiry Portion.



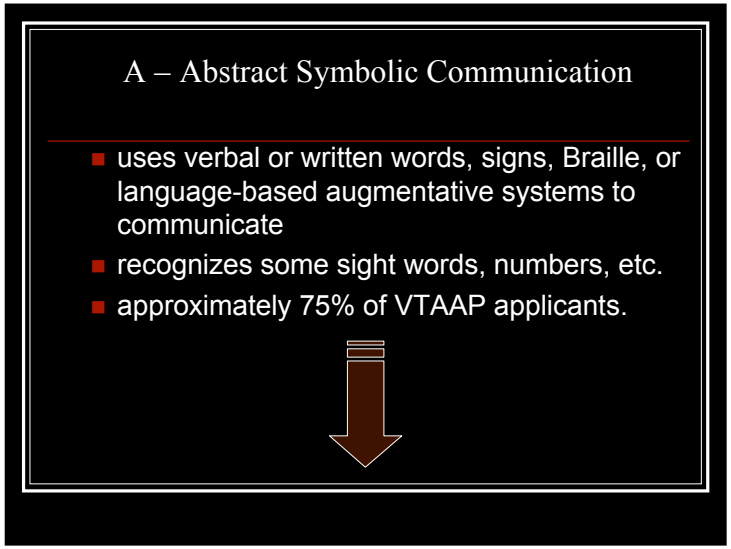
Here you will see a screen shot of Form 7, Principal Signature. This form is auto-filled with the names of the teachers who were listed at the beginning of the school year. These names can be changed if necessary, on the Eligibility and Team Information Form 1.This will automatically auto-fill on Form 7. Please note that only the principal's signature on this form is required. Teachers do not have to sign off on this form.

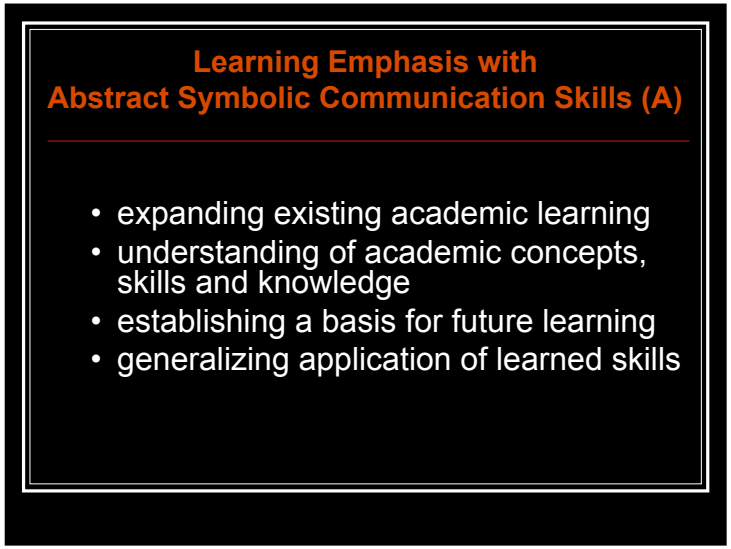
With his or her signature, the principal attests to the authenticity of the portfolio contents being submitted to the DOE.

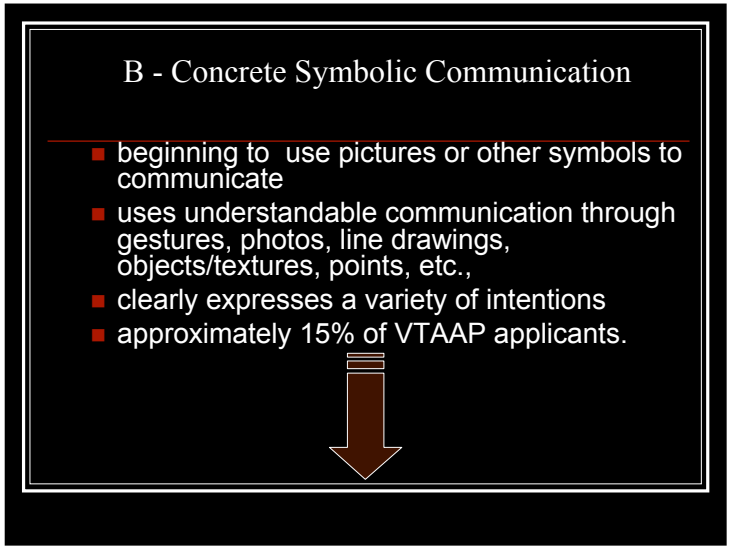
The signed hard copy form is then inserted in the last section of the portfolio, labeled "M".

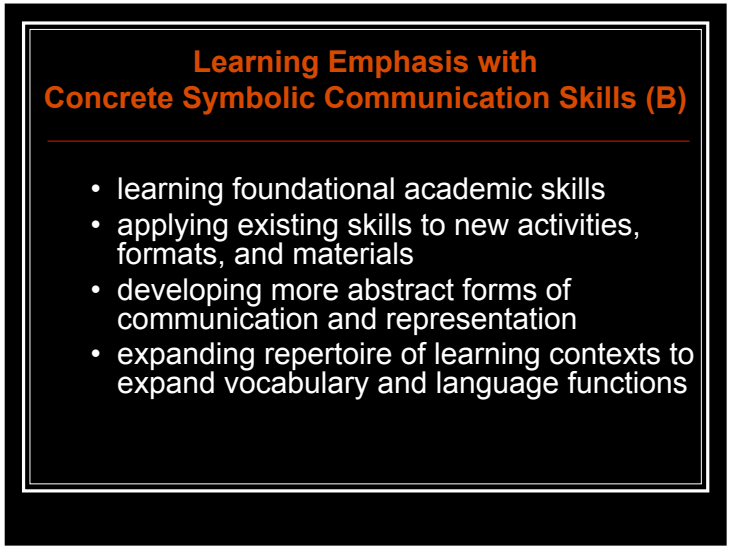
Thank you for participating in the VTAAP Spring training. If you have questions or need further clarification, you can email or call Cyndie or Greg at the numbers listed here.

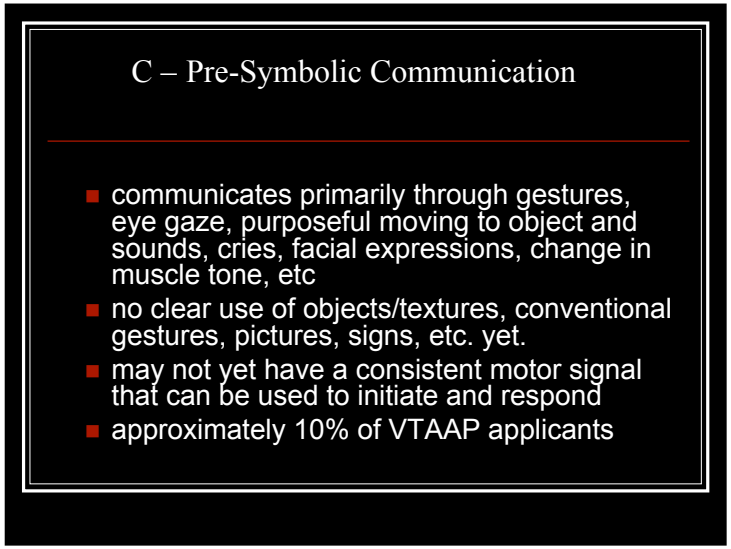

Levels of Symbolic Development
Appendix

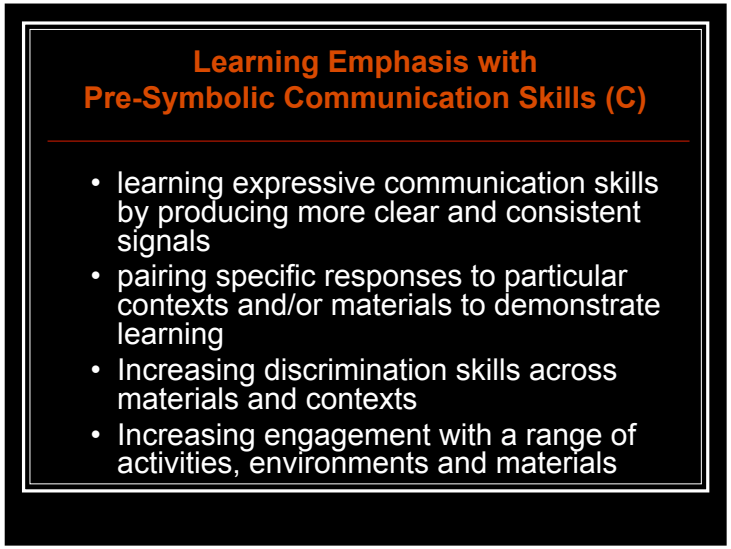

A – Abstract Symbolic Communication
uses verbal or written words, signs, Braille, or language-based augmentative systems to communicate
recognizes some sight words, numbers, etc.
approximately 75% of VTAAP applicants.


Learning Emphasis with
Abstract Symbolic Communication Skills (A)
• expanding existing academic learning
• understanding of academic concepts, skills and knowledge
• establishing a basis for future learning
• generalizing application of learned skills


B - Concrete Symbolic Communication
beginning to use pictures or other symbols to communicate
uses understandable communication through gestures, photos, line drawings, objects/textures, points, etc.,
clearly expresses a variety of intentions
approximately 15% of VTAAP applicants.


Learning Emphasis with
Concrete Symbolic Communication Skills (B)
• learning foundational academic skills
• applying existing skills to new activities, formats, and materials
• developing more abstract forms of communication and representation
• expanding repertoire of learning contexts to expand vocabulary and language functions


C – Pre-Symbolic Communication
communicates primarily through gestures, eye gaze, purposeful moving to object and sounds, cries, facial expressions, change in muscle tone, etc
no clear use of objects/textures, conventional gestures, pictures, signs, etc. yet.
may not yet have a consistent motor signal that can be used to initiate and respond
approximately 10% of VTAAP applicants


Learning Emphasis with
Pre-Symbolic Communication Skills (C)
• learning expressive communication skills by producing more clear and consistent signals
• pairing specific responses to particular contexts and/or materials to demonstrate learning
• Increasing discrimination skills across materials and contexts
• Increasing engagement with a range of activities, environments and materials